Abstracts of Presentations / Résumés des présentations

WORLD CONGRESS OF MODERN LANGUAGES

CONGRÈS MONDIAL DES LANGUES VIVANTES

Collaborating across Languages and Borders

La collaboration au-delà des langues et des frontières

fiplv
International Federation of Language Teacher Associations
Fédération internationale des professeurs de langues vivantes

CASLT/ACPLS
Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

OMLTA/AOPLV
Ontario Modern Language Teachers' Association
Association ontarienne des professeurs de langues vivantes

Mach 26–28 mars 2015 | Niagara Falls | Ontario | Canada

SHERATON ON THE FALLS HOTEL AND/ET CROWNE PLAZA NIAGARA FALLS - FALLSVIEW HOTEL

Principal Author / Auteur principal

(by last name / par nom de famille)

A – B – C – D – E
F – G – H – I – J
K – L – M – N – O
P – Q – R – S – T
V – W – X – Y – Z

Sessions: Block / Séances : Bloc

A – B – C – D – E
F – G – H – I

Thursday March 26 / Jeudi 26 mars

14:30 – 17:00

Technology in the Classroom
(Pre-conference roundtable / Table ronde pré-congrès)

18:00 – 20:00

Opening reception / Réception d'ouverture

Plenaries / Plénières

08:30 – 09:30

PL-1 Accroître la confiance et la compétence de nos apprenants par le biais d'un virage pédagogique et culturel en langue seconde – **Cousineau**

PL-2 Making the CEFR Tangible: EAQUALS' Core Inventories for English and for French – **North**

Friday March 27 / Vendredi 27 mars

Sessions: Block A / Séances : Bloc A

10:00 – 10:50

A1 Exploiter la chanson en enseignement du FLS – **Lajeunesse-Trinque,** *TV5* (CP-PC)

A2 iPadding Sixth Graders to Impact Language Learning – **Rocca** / Teaching the New FSL Curriculum Using Technological Tips and Tricks – **Lafrance** (DP-PD)

A3 Bridging the Gap between Theory and Practice: Action Oriented Tasks in FSL – **Kruithof**

Notes

- Unless otherwise specified, the language of the abstract indicates the language of the presentation. There will be no simultaneous interpretation. /
  À moins d'avis contraire, la langue du résumé indique la langue de la présentation. Il n'y aura pas d'interprétation simultanée.
- Double presentation (DP-PD): two presentations of 25 minutes each within one session. /
  Présentation double (DP-PD) : deux présentations de 25 minutes chacune à l'intérieur d'une session.
- Panel session (PS-SS): three presentations of 25 minutes each and end at 14:20. /
  Séances d'experts (PS-SS) : trois présentations de 25 minutes chacune et se termine à 14h20.

Legend / Légende

(CP-PC)	=	Commercial Presentation / Présentation commercial
(DP-PD)	=	Double Presentation / Présentation double
(PS-SS)	=	Panel Session / Séance d'experts
7-12	=	High School / Secondaire
G	=	General
J	=	Japanese / Japonais
K12	=	Elementary and High School / Primaire et secondaire
K6	=	Elementary / Primaire
PS	=	Postsecondary / Postsecondaire

A4 Only Speaking in French? It CAN Be Done! – **Capa**

A5 Language for Travel – An Exciting Secondary Language Survey Course – **McFayden**

A6 Collaborating across Languages: Using Language Learners' Linguistic Repertoire in English as Additional Language Classrooms – **Galante** / Promoting Learner Autonomy through Storytelling – **Azizi** (DP-PD)

A7 Let Us Help You Bring Your Core French Classroom to Life! – **Chan**

A8 Langue française et diversité linguistique en Algérie – **Bessai** / Analyse sociolinguistique de l'apprenant igbophone du français langue étrangère – **Nkoro** (DP-PD)

A9 The Influence of the CEFR on FSL Teaching Methodologies in Primary and Secondary Schools in BC and on the Preparation for the DELF – **Buchanan** / Reforming Languages Education – An Australian Success Story – **Mercader** (DP-PD)

A10 La escritura cooperativa en el aula de español como lengua extranjera – **Domínguez-Miguela**

A11 Deutsch Lehren Lernen: Das neue Fort- und Weiterbildungs-programm des Goethe-Instituts für Deutsch-lehrkräfte Erfahrungen aus der Tschechischen Republik – **Nálepová** (DP-PD)

A12 Gut geplant ist halb unterrichtet – **Ledwig** (Teil I) (part 1)

A13 The Muslim Mind: Embracing Inclusion in Today's Classroom – **Choudhary, A.**

A14 Let's Cultivate Cultural Sensitivity! – **Tanaka**

A15 Apprendre à agir et à parler : le rôle de la justice sociale dans l'apprentissage de français – **Paniccia**

A16 La gestion de la diversité linguistique et culturelle à l'école maternelle en France : l'accueil des enfants allophones – **Carol** (DP-PD)

Sessions: Block B / Séances : Bloc B

11:00 – 11:50

B1 T'enseignes-tu? : une expérience collaborative entre enseignants – **Mézange**

B2 Language Education and Education of Language – **Müüripeal** / From Culture to Interculturality: Changes in Perspectives & Practice – **Van Houten** (DP-PD)

B3 Social Media and Web 2.0 tools in the FSL Class – **Duckworth**

B4 Exploring the Use of Language Portfolios in FSL Classrooms – **Hermans-Nymark**

B5 Establish a Successful Partnership with France through Shared Projects – **Doell**

B6 Metacognition and Learner Autonomy – **Hellal** / The Role of the E-Tutors in Promoting Distance Learners' Autonomy – **Halabi** (DP-PD)

B7 Where Do I Find Affordable Resources to Support the CEFR? How Can I Adapt the Resources I Already Have? – **Sivyer, Poster Pals** (CP-PC)

B8 Inspiring a Passion for French – **Lamothe** / Plus de 3000 livres disponibles en un seul clic! – **Grzybowska** (DP-PD)

B9 Put the "U" in iTunes U – **Benzenati**

B10 Wire Your French Classroom for Success with CEC's Unique Technology! – **George,** ***CEC Publishing*** (CP-PC)

B11 Die Anwendung der Online-Lernplattform "Letras 2.0" in einem DaF-Graduationskurs: Reflexionen und Perspektive – **Vaz Ferreira** (DP-PD)

B12 Gut geplant ist halb unterrichtet – **Ledwig** (Teil II) (part 2)

B13 Integrated Inquiry Learning – Case Swedish for Tourism – **Wallenius** / Case Studies on Learning Trajectories of Successful Language Learners in a Foreign Language Setting – **Yoshida** (DP-PD)

B14 Inspiring Students with Drama! – **Saito**

B15 Developing Action-Oriented Tasks for Primary and Junior Core French – **Gauthier, H.**

B16 Connexions: Meaningful Differentiation for Grade 9 Core FSL, Academic and Applied – **Arnett, *Pearson*** (CP-PC)

Sessions: Block C / Séances : Bloc C

13:30 – 14:20

C1 L'approche actionnelle : de la théorie à la pratique. « La chanson québécoise » – **Beaudin**

C2 Language Education and Languages of Education – **Odé** / Chetti Malay Language – **Binti Hamzah** (DP-PD)

C3 Toolkits for French: Language Learning Strategies – **Gauthier, M.**

C4 A New Resource for Grade 9 Core French? Tu parles! – **Hendry, *RK Publishing*** (CP-PC)

C5 Mobile Applications for Motivation and Engagement in Language Learning – **Marcel**

C6 The Canadian Language Portfolio for Teachers – **Lacroix**

C7 Engaging Your Core French Students – **Kukhta-Jackson**

C8 La compétence d'interaction dans l'évaluation de l'oral : étude en français langue étrangère chez les apprenants débutants – **Xu** / L'approche actionnelle et l'enseignement par tâches dans les cours universitaires de FLS de niveau débutant-intermédiaire – **Danciu** (DP-PD)

C9 Teaching to Learn: Advancing Your Own Development as a Language Teacher through Mentoring Others – **Muhling** / Teachers Helping Parents – **Tryon** (DP-PD)

C10 Using AIM to Teach Spanish – **Simsilevich**

C11 Musik in Deutschland – Deutschland in Musik – **In der Stroth**

C12 Deutsch als Fremdsprache für MINT-Fächer – **Esa**

C13 Bridging Frameworks: The ACTFL CEFR Collaboration – **Swender** / Reading Proficiency for Higher Education: The ACTFL Framework in Dialog with the CEFR – **Tschirner** (DP-PD)

C14 Exploration and Implementation of CEFR-Based Framework for Course Design for Adult Learners – **Kurasawa** / Collaborative Teacher & Teacher Trainer Development – **Shirakawa** (DP-PD)

C15 Le podcast, un outil favorisant les compétences orales en FLE – **Sancler Gómez** / Théâtre-croisée des langues et des cultures : une expérience originale de collaboration culturelle – **Schmidt** (DP-PD)

C16 ***C-ECML Symposium CELV-C*** **(starts at 13:00 / commence à 13 h)** – The European Center for Modern Languages from a Canadian Perspective – **Hamel** / Diversity in Majority Language – MALDIVE – **Lamarre** / Language Descriptors for Migrant and Minority Learners' Success in Compulsory Education – **Kristmanson**

Sessions: Block D / Séances : Bloc D

14:30 – 15:20

D1 Ressources inspirées du CECR pour le secondaire – **Trépanier**

D2 Building Support for Language Education: It's Everybody's Business! – **Abbott** / Engaging Parents & Students and Supporting Educators – **Gormley** (DP-PD)

D3 Inspiring Inclusive Practices in FSL – **Hoerath**

D4 Generating Change in the Classroom – **Cunningham** / Leadership in Languages: Ensuring High-Quality and Excellent Second Language Programs – **Beaudoin** (DP-PD)

D5 Teaching Revolution – **Price**

D6 The Role of Assessment in Fostering Learner Engagement and Developing Their Autonomy: A Social Constructivist Approach– **O'Leary** / Issues in Assessing Small Group Oral Interaction – **Lingley** (DP-PD)

D7 Exciting and Engaging New French Resources to Support Lifelong Language Learning (K-8) – **Turcotte,** ***CEC Publishing*** (CP-PC)

D8 Vive les vidéos dans la classe inversée! – **Thibault, N.**

D9 Go Digital! Supporting FSL through Digital Resources – **Bill**

D10 Le programme d'espagnol langue tierce au Québec : vers une intégration du CECRL? – **Auclair-Davreux**

D11 "Thema Sport" als kreativer Impuls im DaF-Unterricht – **Tabakova**

D12 Flipping Roles: Students as Teachers in Interactive Learning Environments – **Stollhans** / Lernen durch Lehren – **Kirs** (DP-PD)

D13 Metacognition and Learner Autonomy: The "Learning by Doing" Approach to Higher Education Language Teaching – **Di Pardo Leon-Henri** / Using the CEFR in Language Teacher Education: A Focus on Portfolios – **Arnott** (DP-PD)

D14 Implementing Electronic Portfolios to Enhance EFL Writing Skills in an Indonesian Context – **Warni** / Moraic Linguistic Rhythm in Music – **Katada** (DP-PD)

D15 Développer l'oral : dis-moi pourquoi? – **Burke**

D16 ***C-ECML Symposium CELV-C*** **(starts at 14:20 / commence à 14:20) –** Diffuser le CARAP (Cadre de référence pour les Approches plurielles) au Canada. Comment et pourquoi faire? – **Moore** / Collaborative Community Approach to Migrant Education (Community) – **Kostiuk**

Sessions: Block E / Séances : Bloc E

15:30 – 16:20

E1 Exploiter un contenu culturel, oui mais... par l'entremise d'activités interactives – **Dessureault**

E2 Want to Hang Out? How Google Apps Transformed How Language Teachers Connect and Learn – **De Abreu**

E3 Implementation of the Action-Oriented Approach: Technology, Cultural Awareness and Authentic Communicative Activities – **Rubino**

E4 Let Them Speak: Strategies That Maximize Student Talk Time in the FSL Classroom – **Beatrice-Gojsic**

E5 They're Actually Speaking in the L2! – **Abbey**

E6 Challenges of the B.A. In Language Teaching Curriculum at Universidad Del Tolima in the Implementation of a Task-Based Approach – **Camacho Vásquez** / An Action-Oriented Approach to Language Teaching – **Wernicke** (DP-PD)

E7 Live French Teachers Providing Homework Help – **Zaouali** / Intensive French in Calgary: Implications for FSL and Late French Immersion – **Mueller** (DP-PD)

E8 Echo pour l'Amérique du Nord, une méthode spécialement conçue pour l'Amérique du Nord et centrée sur les réalités nord-américaines – **Patuano,** ***CLE International*** (CP-PC)

E9 Music and Movement in SL Teaching – Children – **Rose**

E10 Implementing Collaborative Internet-Based Project Work in the Language Classroom – **Vazquez Mariño**

E11 Reinhard Mey - ein Lied für alle Fälle – **Pietzsch**

E12 Projektarbeit IM DaF-Unterricht – **Pérez**

E13 "I Don't Know What You're Saying, Mummy!" – Plurilingual Families in a Monolingual Environment – **Little** / Promoting Plurilingual and Pluricultural Competences in L2 Classrooms: Making Space for Learners' Own Languages, Culture and Traditions – **L'Enfant** (DP-PD)

E14 Using Poetry in the ESL Classroom – **Parks**

E15 Live Focus Group and New Core FSL Resources for Grades 7 and 8 from Pearson Canada! – **Rees,** ***Pearson*** (CP-PC)

E16 ***C-ECML Symposium CELV-C*** **(starts at 15:10 / commence à 15:10) –** The LINCQ Project – **Piccardo** / The LACS Project – **Carr**

18:00 – 20:00

Reception / Réception

Saturday March 28 / Samedi 28 mars

Plenaries / Plénières

09:00 – 09:50

PL-3 L'édition transmédia Canopé, un modèle francophone de ressources éducatives – **Le Dréau**

PL-4 On Being a Language Teacher in a Globalized World: Perspectives, Practices, Positions – **Byrnes**

Sessions: Block F / Séances : Bloc F

10:00 – 10:50

F1 Comment développer la littératie critique chez les élèves de la 9e à la 11e année – **Lévesque,** ***Chenelière Éducation*** (CP-PC)

F2 Autism Students Finding Success in FSL Classrooms: An Inclusive Teacher's Journey in Creating a Successful and Compassionate Learning Environment for All – **Hay** (DP-PD)

F3 How the CEFR and the DELF are Reshaping FSL Culture in Ontario – **Cousineau**

F4 Oral Language Development, with iPads, in the Core French Class – **Bouillon**

F5 Flipping for French! – **Nash**

F6 Providing ESL Courseware Anytime Anywhere Anyplace – **Harper** / Camp Merveille – A Journey in Inquiry-Based Learning – **Humber** (DP-PD)

F7

F8 Stimuler la motivation et l'engagement dans les cours de FLS : les nouvelles technologies comme outils de création et de collaboration – **Anthony** / Apprendre à lire avec plaisir – **Guedova** (DP-PD)

F9 Designing Differentiation for Second Language Learners – **Arnett**

F10 Introduction to Teaching Proficiency through Reading and Story-Telling – **Metcalfe**

F11 Fachunterricht in der Fremdsprache: ein Methodenhandbuch zur Lehreraus-und fortbildung – **Geiger-Jaillet**

F12 Is That Really Funny? Humor in North America and Germany... and in Language Classes – **Broeckelmann**

F13 Notes from the Jungle – A Review of Using Customized Game-Based Learning in a Real Classroom – **Gibson**

F14 La classe inversée dans l'éducation postsecondaire : mes expériences, succès et défis comme professeure d'anglais en langue seconde – **Auger**

F15 Mediation and Second Language Learning – **Piccardo**

F16 Connecting, Communicating and Collaborating: Using Video Chat and the CEFR to Get Your Students Talking – **Robertson, B.**

Sessions: Block G / Séances : Bloc G

11:00 – 11:50

G1

G2 Beyond the Language: A Content and Language Integrated Language Approach in Daycares – **Ortega** / Pluralistic Approaches at Preschool: Developing Children's Communicative Skills through Plurilingualism – **Coelho** (DP-PD)

G3 The Affordances of Twitter in Language Learning – **Johnson**

G4 Action-Oriented Tasks – **Aubin**

G5 Autonomy in Action: Supporting Learners as Owners of Their Own Learning – **Kristmanson**

G6 A Dozen Ways of Using Songs – **Gulliver**

G7 Learning to Code across the Curriculum – **Boulanger**

G8 CECR : passer de la théorie à la pratique – **Morin**

G9 Rigodon… Célébrons! The Culture of French North America for the Classroom – **Haddad,** ***Rigodon*** (CP-PC)

G10 Interdisciplinary Studies: Redefining the Teaching of International Languages – **Silva**

G11 Ein Vierteljahrhundert danach: Ist die deutsche Einheit noch ein Thema für junge Deutschlerner? – **Petermann**

G12 Blended Learning in German Language Lessons in Italy – A Real Added Value? – **Pugliese** / The Interaction between Grammar, Prosody and "World Knowledge" as a Strategy for a Better Learning of the German as a Foreign Language – **Winkler Pegoraro** (DP-PD)

G13 Daily 5 – **Al-Hallis**

G14 Supporting Reading Comprehension, Metacognition, and Theory of Mind in Emergent Readers and Second Language Learners through a Wordless Literature Handbook – **Quintiliani**

G15 Screening Languages: courts-métrages in the Foreign Languages Classroom – **Lawes**

G16 Across Languages in Immersion: Maintaining Focus on French While Promoting Connections to Other Languages – **Thomas, R.**

Sessions: Block H / Séances : Bloc H

13:00 – 13:50

H1 L'exploitation didactique de séquences vidéo numériques dans l'enseignement du FLE. Méthodologie des cours en ligne : dimensions linguistique et culturelle – **Berger**

H2 Virtual International Exchange Program: An Authentic Approach to Language Learning – **Markslag** / Using eTandems Most Effectively: Results from LinguaeLive.ca International Learners' Surveys – **Ortibus** / Smart Educational Autonomy through Language Learning (SEAGULL) – Program and Projects – **Thomas, C.** (PS-SS) (ends at 14:20 / se termine à 14 h 20)

H3 A Cross-Curricular Approach in French Immersion – **Robertson, C.**

H4 Getting REAL and AUTHENTIC in the French Classroom – **Langlois,** ***Étienne*** (CP-PC)

H5 Geopolitical Changes in Europe and Foreign Language Teaching: the Case of Hungarian Higher Education – **Czeller** / Policy in Practice: Ethnography of Language Policy in a Multilingual Context – **Khan** / Foreign Language Teaching Policy in Estonia: Advances and Concerns – **Peterson** (PS-SS) (ends at 14:20 / se termine à 14 h 20)

H6 The Advantages of Using L1 and L2 in the L2 Classroom and Possible Implications – **Lacroix** (PS-SS) (ends at 14:20 / se termine à 14 h 20)

H7 Une bonne transition pour moins d'attrition – **Brun del Re** / To Continue or Discontinue? Studying Student Motivation and Attrition in Core FSL in Ontario – **Arnott** (DP-PD) (ends at 14:20 / se termine à 14h20)

H8 Voices from the Tundra – **Odé** Film screening: Dr. Cecilia Odé will be present to make commentaries and to answer questions (ends at 14:20 / se termine à 14 h 20)

H9 Using iPads/ Cell Phones in the FSL Classroom – **Bass**

H10 Second Language Teaching Revisited: The Neurolinguistic Approach (NLA) – **Netten** / Evaluation of the Neurolinguistic Approach for FSL with First- and Second-Year University-Level Chinese Students – **Germain** / Improving Oral Proficiency of Adult Learners of Spanish as a Foreign Language through the Neurolinguistic Approach (NLA) – **Payeras** (PS-SS) (ends at 14:20 / se termine à 14 h 20)

H11 Das die wird der? (Teacher Collaboration to Improve Student Success) – **Schünemann** / Märchen im DaF-Unterricht: Kreativ, Innovativ und Multimedial (Fairy Tales in the German Classroom: Creative, Innovative, Multimedia) **Esa** (DP-PD)

H12 Deutsch im Konzert der Fremdsprachen in Brasilien: Die Rolle von ABraPA in der Sprachenpolitik – **de Carvalho /** Derzeitige Trends im tschechischen Bildungssystem mit Akzent auf der Fortbildung von Grundschullehrkräften – **Müllerová** (DP-PD)

H13 Up, up, and Away: Exploring the Impacts of a Short-Term International Teaching Practicum in Hong Kong – **Chow** / Critical Dialogues: Exploring the Nature of Becoming a Language Teacher through a Virtual Learning Environment – **Samacá** / Minoritized Linguistic and Cultural Identities in South Korea – **Song** (PS-SS) (ends at 14:20 / se termine à 14 h 20)

H14 BCATML iPad Inquiry Project: Bringing iPads to the Language Teachers of British Columbia – **Griffith-Zahner** (ends at 14:20 / se termine à 14 h 20)

H15 *CCERBAL Symposium CCERBAL* – Clés technologiques de la réussite en immersion – **Knoerr** (ends at 14:20 / se termine à 14 h 20)

H16 *CCERBAL Symposium CCERBAL* – Working Together to Understand Each Other: La culture des autres, grâce aux autres – **Thibault, L.** (ends at 14:20 / se termine à 14 h 20)

Sessions: Block I / Séances : Bloc I

14:30 – 15:20

I1 Simulation globale – **Bakoucheva**

I2 Cross-Language Teacher Collaboration: Promoting Student Identities as Emergent Bilinguals and Agents of Social Change – **Chu Lau /** Fostering Cross-Cultural Understanding and Multilingualism in Future Classrooms: Experiences of Language Teacher Candidates in an International Internship – **Culligan** (DP-PD)

I3 Using QR Codes Motivate Students – **Lisi**

I4 Classroom Management-Strategies to Maximize Student Engagement – **Galea**

I5 Assessment to Inform Instruction – **Sandrock**

I6 A Portuguese, a Mexican and a Canadian Walk into a Class… and Create a Learning Community across Borders with Digital Tools – **Dougherty** / Blogs for Tandem Language Learning – **Murray** (DP-PD)

I7 Connecting Language and Culture in the FSL Classroom – **Richard**

I8 Integration of Métis and First Nations Culture within the Core FSL Program – **Ravindran**

I9 Action-Oriented Tasks: Theory into Practice – **Hunter**

I10 Information Technologies in the Teaching Processes – **Gotsiridze, Z.** / Electric Mail in Teaching the Epistolary Genre – **Gotsiridze, D.** (DP-PD)

I11 Multimedialität im Deutschunterricht – **Anyidoho**

I12 Modern Language Teacher Research – Making CPD Sustainable – **Eberhardt** / Applying the Frame of Critical Literacy to L2 Reading Practices in the Digital Age – **Anwaruddin** (DP-PD)

I13 Autonomous Learning via Internet at Universities in China – **Wei** (DP-PD)

I14 Adapting Levels in Content-Based French Classes to Serve Your Students' Language Needs – **Gacich**

I15 *CCERBAL Symposium CCERBAL* – Measuring What Counts? Classroom Implications for Assessment of Interactional Competence and for Self-Assessment – **Buchanan**

I16 *CCERBAL Symposium CCERBAL* – Grammaire, technologie et écriture : A Synced Approach – **Dansereau**

15:30 – 16:30

Closing reception / Réception de clôture

A

Abbey, Leah
Teacher, Hamilton-Wentworth District School Board

E5 – They're Actually Speaking in the L2!
During this workshop, I will share my journey to improve student achievement in oral communication: What prompted my shift in practice and how I was able to implement the change in my classroom. I will focus on "How I get them to speak in the L2 and how I am able to speak it to them". Although the context will be a Grade 9 Core French classroom, the teacher and student strategies would apply to any L2 learner. Strategies that have been effective in improving oral communication will be shared, as well as activities and artefacts that demonstrate student work and progress. Emphasis will be places on CEFR-inspired strategies and links will be made to the new FSL curriculum.

7-12

Abbott, Marty
Executive Director, American Council on the Teaching of Foreign Languages (ACTFL)

D2-a – Building Support for Language Education: It's Everybody's Business!
This session will focus on building public support for language education and identify specific strategies to address the government, business, and private sectors as well as policymakers. Resources available to help build awareness about the critical role that developing languages skills plays in regard to career and job opportunities will also be highlighted. The information will center around the U.S. public awareness campaign, Lead with Languages, and how participants can leverage the resources available to use with students and parents in their local communities.

G

Al-Hallis, Georgina; Gauthier Black, Chantal
Teachers, Halton District School Board

G13 – Daily 5
Daily 5 is the literacy management program created by Gail Boushey and Joan Moser. Daily 5 teaches children independence in literacy by instructing students in the skills of "Read to Self", "Read to Someone", "Listen to Reading", "Work on Writing" and "Word Work". Each task is introduced with specific skills that students need to use in order to accomplish the task independently. These skills are modeled, discussed and referred to frequently during mini lessons. As tasks are introduced the students are given choices of which order they would like to do each component every day. While students are gaining independence, the teacher meets with individual students or student groups to work on specific literacy skills that they need assistance with. The program takes the focus away from teaching the whole group one task and repeating it in different ways until a skill is mastered to evaluating what each student needs to be successful and coaching them to meet their goals.

K6

Anthony, Sarah; Fenoglio, Prisca
Faculty Lecturers, Université McGill

F8-a – Stimuler la motivation et l'engagement dans les cours de FLS : les nouvelles technologies comme outils de création et de collaboration
Qu'importe le contexte éducatif, la motivation (et, au-delà, l'engagement) est un élément essentiel à toute réflexion pédagogique, puisqu'il constitue un des facteurs qui détermine le plus fortement les performances (Hadfield et Dörnyei, 2013 ; Ushioda, 2012). Qu'est-ce qui motive les apprenants à approfondir leurs connaissances et idéalement à s'engager dans leurs apprentissages? Quelles stratégies pouvons-nous emprunter pour encourager ce processus chez l'apprenant? Par ailleurs, comment pouvons-nous assurer notre propre engagement comme pédagogues? Dans cette communication, nous explorerons des stratégies servant à motiver et à engager les

apprenants ainsi que les enseignants de FLS au niveau universitaire. Nous verrons combien dans ce processus les outils technologiques (TICE) peuvent avoir une place prépondérante. En proposant quelques cas concrets – comme des activités avec Instagram, la création de balados et la pédagogie par projets – nous verrons que l'emploi de nouvelles technologies, dans une démarche créative et/ou collaborative, peut aider à stimuler la motivation et l'engagement chez l'étudiant ainsi que l'enseignant.

PS / G

Anwaruddin, Sardar
ESL teacher, PhD candidate, (OISE), University of Toronto

I12-b – Applying the Frame of Critical Literacy to L2 Reading Practices in the Digital Age
Attendees will learn about information overload in our contemporary society and its challenges to L2 learners' reading practices. This presentation will focus on principles and strategies that may enable students to become critical consumers of texts written in a second or additional language in the digital age of information overload.

G

Anyidoho, Hayford A.
Deutschlehrer und OnlineKursraumverwalter und Fortbildner am Goethe-Institut Accra, Ghana

I11 – Multimedialität im Deutschunterricht
Dieser Workshop wird die Möglichkeit bieten, verschiedene kreative und interaktive Unterrichtsformen und Methoden, also eine multimediale Unterrichterteilung zu entdecken, erproben und zu reflektieren. Im Wesentlichen wird es darum gehen: Wie der Unterricht mit Powerpoint-Präsentationen gestaltet werden kann. Lerndidaktiker sind einig, dass Lerner am besten lernen, wenn sie alle Sinne in den Lernprozess involvieren und dabei Spaß haben. Dieses Ziel will anhand von unterschiedlichsten Medien und Unterrichtsformen erreicht werden. Der Deutschunterricht will nunmehr multimedial erteilt werden. Außer Powerpoint-Präsentationen wird der Workshop den Einsatz von elektronischen Lernspielen, Lern-Apps, Lernvideos, Musik, Theater, Podcasting, Videocasting, und Moodle entmystifizieren. Im Zuge der Entwicklung neuer Sozialnetzwerke und angesichts der rezenten Fülle von beliebten elektronischen Geräten wie u.a. Smartphones, Tabletts, sophistischen Mobilrechnern (Laptops) muss den Lernern die Chance gegeben werden, das Deutschlernen in vollen Zügen zu genießen. Daraufhin wird im Workshop der Unterricht über WhatsApp, Facebook und Skype besprochen.

G

Arnett, Katy; Mady, Callie
Associate Professors, St. Mary's College, Maryland; Nipissing University

B16 – Connexions: Meaningful Differentiation for Grade 9 Core FSL, Academic and Applied
Want to facilitate meaningful differentiation in your Grade 9 core French classroom? Come explore this practical, supportive, and innovative approach that allows you and/or your students to choose paths that lead to improved French outcomes. Grounded in frameworks, both local and the CEFR, functional language, and authentic, action-oriented tasks, Connexions offers a variety of prepared differentiation supports to accompany all lessons and language skills. These supports are designed to provide additional support or challenge as deemed appropriate by the teacher and/or student. In this workshop, Callie Mady and Katy Arnett will show how to offer more individualized opportunities to your students through diagnostic and differentiated supports. Teachers will learn how to better identify students' needs, support their progress, and offer greater autonomy to their students. Sample documents will be provided to the attendees.

7-12

Arnett, Katy
Associate Professor, St. Mary's College, Maryland

F9 – Designing Differentiation for Second Language Learners

This workshop will walk teachers step-by-step through the process of creating and/or adapting activities to offer differentiated learning paths to the students in the classroom. Following a review of basic principles and constructs of differentiated learning, teachers will also analyze several differentiated activities prior to applying their learning to their own activities in the classroom.

K12

Arnott, Stephanie; Vignola, Marie-Josée
Assistant Professors, University of Ottawa

D13-b – Using the CEFR in Language Teacher Education: A Focus on Portfolios

Recent calls have been made for Canadian CEFR-related research to focus more on underrepresented stakeholder groups implicated in its implementation, including language teachers-in-training (Author, XXXX; Lemaire, 2013). This presentation will report on the preliminary findings of a study that used surveys and focus groups to examine French as a second language (FSL) teacher candidates' experiences as they completed an adapted version of The Canadian Language Portfolio for Teachers (Turnbull, 2011) as part of a year-long remedial French writing course. Participants' reflections on the process of evaluating and tracking their competence, as well as the possibilities and limitations of using language portfolios in language teacher education programs in Canada and other contexts will be discussed.

PS

Arnott, Stephanie; Romero, Gloria; Fairbrother, Michael
Assistant Professor; PhD candidates; University of Ottawa

H7-b – To Continue or Discontinue? Studying Student Motivation and Attrition in Core FSL in Ontario

Most Canadian students are enrolled in Core French (CF) – a program where French as a Second Language (FSL) is taught daily or a few times a week. Presently, more adolescents are dropping CF when it is no longer mandatory, with retention levels in some provinces as low as 3% (CPF Ontario, 2008). This presentation will report preliminary findings from a mixed-method study examining the motivational profiles of Ontario Grade 9 CF students as they decide to continue or discontinue their FSL studies. Implications of this research for pedagogy and professional development in Canada and comparable contexts will also be discussed.

G

Aubin, Jenny; Bellemare-Perron, Nancy
Teachers, St. Bernadette Catholic School

G4 – Action-Oriented Tasks

We will present a CEFR aligned unit with a variety of authentic action-oriented activities. These activities will allow students to apply their French oral language skills in real-life situations. Teachers will walk away with a variety of ready to use lesson plans that can easily be implemented in the classroom.

K6

Auclair-Davreux, Marjolaine
Doctorante, Université de Montréal

D10-a – Le programme d'espagnol langue tierce au Québec : vers une intégration du CECRL?

Depuis sa parution, le Cadre européen commun de référence pour les langues : apprentissage, enseignement et évaluation (CECRL), de nombreuses initiatives ont vu le jour en Europe et

ailleurs. Dans le cadre de notre recherche, nous avons, d'un côté, analysé le programme d'espagnol langue tierce du ministère de l'Éducation du Québec (MELS) afin de vérifier s'il intègre les éléments du CECRL et de l'autre, évalué le niveau « européen » atteint à la fin du programme. Aussi, pour favoriser l'utilisation du CECRL par les enseignants d'espagnol, nous avons conçu une grille descriptive associant les éléments du programme d'espagnol avec ceux du CECRL. Cette étude exploratoire présente une analyse du programme d'espagnol en lien avec les documents de référence européens (CECRL et Plan curriculaire de l'institut Cervantes) et apporte des pistes concrètes pour l'évaluation des programmes et des apprentissages.

PS / G

Auger, Claudine
Assistant professor, University of Moncton

F14 – La classe inversée dans l'éducation postsecondaire : mes expériences, succès et défis comme professeure d'anglais en langue seconde

Vous n'avez pas assez de temps en salle de classe et vos étudiantes et étudiants manquent d'énergie et de motivation? Vous aimeriez qu'elles et qu'ils soient plus autonomes envers leur propre apprentissage? Comme moi, vous êtes prêt à inverser votre classe. Avec raison, l'utilisation des technologies pour inverser sa classe attire beaucoup l'attention ces derniers temps. Depuis le printemps dernier, je travaille à inverser un cours en entier pour l'expérimenter en salle de classe pendant les sessions d'automne 2014 et d'hiver 2015. J'aimerais donc partager avec d'autres professeurs de langues ce que j'ai appris jusqu'à présent, mais aussi partager ce que j'aurai appris d'ici la fin mars 2015 au sujet de mon expérience d'une classe en format inversée. Concrètement, je me pencherais sur la façon dont cette approche pédagogique fonctionne pour moi en passant par ses nombreux avantages et défis.

PS

Azizi, Esmat
Instructor, Kwansei Gakuin University

A6-b – Promoting Learner Autonomy through Storytelling

This presentation looks at creative writing as a means to embrace and promote learner autonomy in EFL teaching. Since creative writing is considered as an effective form of self-expression in many fields, even therapeutic for in some situations, its introduction in the classroom can revitalize the learning process through learners' engagement and self-expression. My observation and the results of this study show that the majority of learners have a more positive attitude towards creative writing because it allows them the freedom to experiment with their new language and express their 'truer' selves in the process.

G

B

Bakoucheva, Elena
Professeure, Toronto District School Board

I1 – Simulation globale

La simulation globale – une nouvelle technique d'apprentissage et ludique qui ne laisse pas les élèves rester passifs. C'est une approche créative, motivante et interdisciplinaire qui donne du sens à l'apprentissage et permet d'enseigner la culture francophone. La simulation globale peut être appliquée aux niveaux différents de la langue : le français cadre et l'immersion française. Il s'agit de la transformation imaginaire de la salle de classe en lieu clos, par exemple, une île, un village, un immeuble, etc. Les élèves y deviennent des habitants fictifs et vivent des aventures et des situations de la vie réelle. Autrement dit, ils le font comme SI… d'où vient l'idée de la simulation globale. La simulation globale est conçue dans les années 70 en France par Francis Debyser (L'Immeuble, Hachette, 1986) et Francis Yaiche (Les Simulations Globales, mode d'emploi, Hachette, 1996). Les participants seront capables

d'utiliser immédiatement cette technique dans leurs classes. Ils vont recevoir tout le matériel nécessaire pour son application.

K12

Bass, Stephanie
Teacher, Hamilton-Wentworth District School Board

H9 – Using iPads/ Cell Phones in the FSL Classroom
There is a technology push in education to best meet student needs in the changing classroom. However, much teacher training has been dedicated to math and English literacy, but often dedicated FSL teaching strategies to incorporate this technology are lacking. The use of tablets (specifically iPads) and cell phones in the FSL classroom can transform the L2 class into an engaging and authentic place to learn French. This workshop aims to provide teaching strategies and concrete lesson examples to incorporate iPad and cell phone applications as not only a teacher's organizational tool, but also as an almost limitless multimedia tool for student learning and engagement. This workshop with incorporate a hands-on approach to teaching and learning. It is important that participants bring their own device that they plan to use in the classroom, to most benefit from the presentation. With specific, dedicated examples of iPad and cell phone use in the FSL classroom, I hope to inspire and encourage L2 teachers to take the plunge and incorporate these useful devices into their programming.

K12

Beatrice-Gojsic, Susanna; Knezevic, Carole
Teachers, Hamilton Wentworth District School Board

E4 – Let Them Speak: Strategies That Maximize Student Talk Time in the FSL Classroom
As language educators, we want to encourage students to speak in the Target Language. We try to model the use of the language, but often struggle to have students speak consistently and spontaneously in the Target Language. Often we are left frustrated when our students continue to refuse to use and engage in spontaneous oral communication. In this session, educators will learn about a variety of simple strategies that get students to talk! In addition, they will learn about a variety of authentic and engaging culminating oral, reading and writing tasks. Strategies and tasks support the strands of the revised Ontario French Curriculum and the philosophy of the Common European Framework of Reference. Educators will not only engage in the strategies but will be provided with a detailed list of strategies, planning templates and rubrics to help them to maximize student talk time!

K12

Beaudin, André
Directeur, École d'immersion française, Université Western

C1 – L'approche actionnelle : de la théorie à la pratique. « La chanson québécoise »
Cet atelier se divise en deux parties : la première partie traitera des principes et des composantes de l'approche actionnelle. Nous aborderons la terminologie reliée à l'approche actionnelle : activités, tâches, projets, domaines, compétences etc. La deuxième sera consacrée à une démonstration (application) d'une unité didactique basée sur les principes et la démarche pédagogique proposée par l'approche actionnelle. Nous présenterons une unité didactique intitulée « La chanson québécoise ». Nous avons créé cette unité didactique en respectant les diverses composantes prescrites par le Cadre Européen Commun de Référence (CECR) : les compétences pragmatiques, linguistiques et sociolinguistiques. Au cours de cette démonstration, les apprenants seront invités à participer aux différentes tâches de cette unité didactique.

7-12 / PS

Beaudoin, Marnie
Consultant, Institute for Innovation in Second Language Education, Edmonton Public Schools

D4-b – Leadership in Languages: Ensuring High-Quality and Excellent Second Language Programs

There are many existing models to establish language programs. But once a language program is established, how do you ensure it continues to thrive and engage students in learning? Edmonton Public Schools, with its long history of offering high quality Immersion, Bilingual and Second Language programs, has developed an evaluation tool to assist language leaders, such as school administrators, central office administrators and lead teachers, to collaboratively evaluate their language programs. This session will provide participants with the opportunity to consider both concrete strategies and 'big picture' strategies to ensure excellence in second language programming.

G

Benzenati, Majda
Teacher, St Hilda's School, Gold Coast, Australia

B9 – Put the "U" in iTunes U

In August 2012, the first iTunes U course for Year 12 French was created and the redefinition of teaching and learning in Languages' classrooms began. This particular course has attracted 747 users and the subsequent one 1223 users worldwide. Many more hundreds have enrolled for free and benefited from the work completed on this platform. iTunes U App provides students with portable courses and other channels for learning. It enables them to easily access the course in and out of the classroom using mobile devices (iPhones and iPads). Evidence has shown that all four macro-skills of listening, speaking, writing and reading have improved since the introduction of iTunes U courses as part of the teaching methodologies used within the Languages faculty and there is no reason why you and your students cannot benefit from this too. This session will outline, with live examples, how iTunes U is used in the Languages classrooms, it will also include a quick demonstration on how to create a course using the platform of iTunes U Course Manager.

7-12

Berger, Gilles
Professeur, Maison de Ste Claire, Australie

H1 – L'exploitation didactique de séquences vidéo numériques dans l'enseignement du FLE. Méthodologie des cours en ligne : dimensions linguistique et culturelle

Le domaine de l'éducation est en train de prendre un tournant important de son histoire grâce à l'internet et à ce qu'on appelle en anglais E-learning. En effet, depuis quelques années on voit se multiplier les cours en lignes dans tous les domaines que ce soit dans les universités ou dans les écoles. On constate par exemple en Australie que la plupart des universités non seulement enregistrent leurs cours mais, bien plus, proposent aux étudiants des résumés de cours plutôt complets soit dans une présentation style Power point soit en utilisant la vidéo. Nous souhaitons proposer une approche hybride interactive du FLE en ligne (cours en ligne couplés aux cours en présentiel) en adoptant une méthodologie actionnelle en essayant de renforcer les quatre compétences chez les apprenants : oral, compréhension orale, passage à l'écrit et lecture, ainsi qu'une évaluation en ligne afin de venir en aide aux professeurs. Nous essaierons également de définir les besoins des apprenants et donc des professeurs en ce qui concerne l'enseignement du FLE en ligne. Notons que pour être efficace tout apprentissage en ligne devra pouvoir être compatible avec tous les supports : ordinateurs (Mac ou PC), tablettes, iPad et téléphone (iPhone ou autres).

7-12 / PS

Bessai, Bachir
Enseignant-chercheur, Université de Béjaia, Algérie

A8-a – Langue française et diversité linguistique en Algérie

Notre communication propose l'analyse sociolinguistique d'une situation bien spécifique de contact de langues et de cultures en Algérie, celle de la ville de Béjaia. Cette ville subit aujourd'hui l'influence des autres villes dans la mesure où beaucoup de gens viennent s'y installer. Partant donc du constat que la ville de Béjaia se caractérise plurilinguisme qui va du berbère (avec toutes ses variétés), à l'arabe (scolaire et dialectal) en passant par le français et même l'anglais. Il nous semble intéressant de comprendre comment cette coexistence de langues se gère dans ce contexte urbain. En effet, notre contribution tentera de déterminer les statuts et les fonctions des langues utilisées par des lycéens issus du milieu urbain bougiote et de rechercher une explication au fonctionnement des domaines d'emploi des langues en Algérie en faisant la part des représentations sociolinguistiques. Les résultats de notre enquête constitueront ainsi l'essentiel de notre contribution à ce congrès.

G

Bill, Urs; Hanna, Faten
Education Officers, Ministry of Education

D9 – Go Digital! Supporting FSL through Digital Resources

Join us to explore Blended Learning in Ontario's elementary/secondary FSL classrooms (a combination of face-to-face classroom time with the teacher, and online learning at school and/or home) and e-Learning opportunities in Ontario's secondary schools. Discover more about the provincial, K-12 Virtual Learning Environment (learning management system) and how it provides tools and products within a safe and secure environment for students to create, collaborate, communicate and share their learning. Learn about the Ontario Education Resource Bank as well as the wide array of FSL Ministry Provided Digital Resources available.

K12

Binti Hamzah, Nurul Huda
Postgraduate student, Newcastle University

C2-b – Chetti Malay Language

This research sets out to examine the issue of language shift and cultural aspects among a community of Chetti, in the context of Chetti Village in Melaka (Malacca). This community exists circa 1414 Century after the arrival of the Hindu merchants from the Coromandel Coast in Southern India (Asmah Haji Omar (2004), in particular the Tamils and gave rise to the Chetti community through inter-marriage between the group and the local Malay women, Chinese, Javanese, and Bataks, creating a new community. Since then, the Chetti community inclines to adopt Malay culture, and went through assimilation and amalgamation experienced by these peoples over the years had cause them no longer maintain their culture. Shift not only occurred on the cultural aspects, but the language aspect also exhibits the same condition. This study is to explore the current ecology of Chetti Malay Language (CML) among this minority community in Malaysia. It also explores the functions of Chetti and attempts to describe the current state of language through formal and informal analysis, for instances, the speech in use, at levels of both grammar and discourse. This is largely an ethnographic study; a survey and unstructured interviews conducted through qualitative methods between the researcher and the Chetti informants. Findings and propositions will be presented based on patterns of behavior observed formally and informally during the stay in Chetti Village, Melaka. This research aims to highlight the questions posed in my research, related to language maintenance and adaptation; to explore relevant theoretical and methodological underpinnings; and to discuss the research rationale.

G

Bouillon, Chantal; Quinn, Paulette
Teachers, PVNCCDSB

F4 – Oral Language Development, with iPads, in the Core French Class

As seasoned Core French Teachers, engaging students to speak in French is often a struggle. However, 21st century learners will be more apt to speak in French with the interactive nature of technology, which is engaging and interactive. With the adoption of the CEFR, oral communication is at the forefront of the French as a Second Language program. Technology enables dynamic media such as audio, video and interactive software to engage students in the Core French program. It also enhances student confidence. Students learn best through creating content and need collaboration, authenticity and child-centric tasks to be fully engaged in their instructional setting. By integrating iPad technology, we believe that students will gain confidence and a positive attitude towards oral language. This project will be completed during the 2014/2015 year using a TLLP grant from the Ministry of Education, with goals, methodology and resources specifically outlined in our application.

K12

Boulanger, Diane
Teacher, Peel District School Board

G7 – Learning to Code across the Curriculum

In order to be relevant, students in the second language program need to be learning skills that will allow them to solve world issues and find employment in the future. Coding is what software developers, web designers and engineers use to communicate with machines. Coding using Hopscotch with an iPad encourages and motivates students to learn a second language and express themselves across the entire curriculum while learning a fundamental skill.

K6

Broeckelmann, Friedrich
Language Advisor, ZfA, Toronto

F12 – Is That Really Funny? Humor in North America and Germany... and in Language Classes

Die Zeitung "Die Welt" berichtete 2011 über ein Umfrageergebnis, nach dem die die USA die "witzigste Nation" der Welt seien. Und Deutschland? - Weit abgeschlagen auf Platz 15. So fragwürdig dieses Ranking ist, so sicher lässt sich doch feststellen, dass das Verständnis von Humor von Land zu Land verschieden ist, dass Nordamerikaner und Deutsche nicht über die gleichen Witze und Sketche lachen. Lassen sich aus Witzen und TV-Sketchen Rückschlüsse auf die Lebensgewohnheiten und Denkweisen eines Volkes ziehen? Und wenn ja: Welche? Komik gehört in eine Sprachklasse; Nicht allein, um sich mit der Mentalität der Zielsprache zu befassen, sondern auch weil das Lachen motiviert und sozial verbindet. Und Sprachkomik, z. B. Witze, eignet sich besonders, um Aufmerksamkeit für sprachliche Differenzierung und Bedeutung zu wecken. Der Workshop befasst sich mit Beispielen, in denen Komik sprachliches Verständnis erschließt und einen Wegweiser zum Verständnis der fremden Kultur bildet. Im Hinblick auf die Unterrichtspraxis konzertieren wir uns dabei auf drei Textsorten: Witze, Cartoons und Sketche.

G

Brun del Re, Lucie; Gour, Rochelle
Teacher, HCDSB; MA student, University of Toronto

H7-a – Une bonne transition pour moins d'attrition

Our workshop shall present/review data from various French as a Second Language (FSL) elementary/high school teachers in the province/GTA/local school board concerning their reflections with regards to the attrition rate of FSL students in high school programs. We will also respond to this research question of attrition by presenting our contextual analysis of the Ontario Revised 2013 Grade 8 FSL Curriculum and if possible, the Revised Secondary Program, come available to the profession. Other resources will include 'Think Literacy', 2003; 'The State of French-

Second-Language, CPF', 2005; 'Growing Success', 2010, and different courses' articles studied for the Master of Arts and Master of Education through OISE, U of T.

G

Buchanan, Catherine; Hall, Carla; Hope, Amelia; Jezak, Monika
Professors, University of Ottawa

I15 – Measuring What Counts? Classroom Implications for Assessment of Interactional Competence and for Self-Assessment
This symposium features developments in second language assessments at the Official Languages and Bilingualism. First, we will discuss their work on test task analysis, focusing on the features of interactional competence that are tapped in different speaking test tasks and on the application of a checklist as one method of test task analysis. Continuing on the theme of interaction, we will highlight the dynamics and challenges of creating opportunities for meaningful oral interaction in FLS classrooms at the A2-B1 level and will review evaluation grids such as the Canadian Language Portfolio for Teachers (Turbull, 2011) that measure accuracy and communicative success the self-assessment grids. Finally, we will outline some work done in house on the development of an FLS self-assessment tool reflecting the Canadian Benchmarks framework and leading towards a Canadian Language Portfolio for the adult immigrant population.

G

Buchanan, Catherine Elena
Language teacher, OLBI – University of Ottawa

A9-a – The Influence of the CEFR on FSL Teaching Methodologies in Primary and Secondary Schools in BC and on the Preparation for the DELF
This presentation will be based on a study written earlier this year of teachers' reflections on the implementation of the CEFR within the British Columbia French as a Second Language (FSL) Draft Curriculum of 2011 – even though this curriculum was not adopted – and on their preparation of students in the writing of the Diplôme d'études de langue française (DELF). It will also give the broad strokes of French as Second Language programs in British Columbia and the dynamics that influence it through the voices of various stakeholders be it teachers, academics, language coordinators or the BC Ministry of Education. And it will describe the political processes that have caused the rejection of the 2011 British Columbia FSL Draft Curriculum. It will conclude with a discussion followed by a series of recommendations for provinces who wish to implement the CEFR.

7-12 / PS

Burke, Stéphanie; Foisy, Céleste
Enseignantes, Chignecto Central Regional School Board; Cape Breton-Victoria Regional School Board

D15 – Développer l'oral : dis-moi pourquoi?
Êtes-vous à la recherche d'une manière d'encourager et d'augmenter la communication authentique et la production orale dans votre salle de classe? Venez explorer comment mieux outiller vos élèves à parler. Cet atelier présentera des stratégies pratiques basées sur l'approche neurolinguistique ainsi que des activités interactives pour promouvoir la langue orale.

K12

Byrnes, Heidi
Georgetown University

PL-4 – On Being a Language Teacher in a Globalized World: Perspectives, Practices, Positions
In this talk I will link some of the themes of the conference to three areas (out of many more!) that are symptomatic for what it means to be a language teacher in a globalized world. I will explore (a) the students we are now teaching in relation to the norms toward which we are teaching; (b) teacher-led classroom discourse as striving to foster L2 development while reflecting deeply held teacher beliefs and values; and (c)

positions teachers take on in relation to larger educational frameworks, with their consequences for curriculum and assessment.

C

Camacho Vásquez, Gonzalo
Professor, Universidad del Tolima, Colombia

E6-a – Challenges of the B.A. In Language Teaching Curriculum at Universidad Del Tolima in the Implementation of a Task-Based Approach
The aim of the session is to present the results of a conducted research by English Didactics Research Group at Universidad del Tolima. The study shows the challenges in the curriculum of the B.A. in Language teaching that need to be assumed when implementing a task-based approach. Questions and notions content in the data collection instruments are analyzed by using the Logic of Sense proposed by Gilles Deleuze. The key question of the analysis is: Most of the times, teaching is based on "the doing", what could happen if teaching is based on "the thinking"? The presentation includes: introduction, methodology (Collaborative Action Research) the research problem, data analysis, results and implications. At the end of the session there will be a reflection based on provided questions and the audience will have the chance to share their point of view about the proposal. Among the resources used are data collection instruments, technological equipment, and didactic materials.

G

Capa, Paula
Teacher, WRDSB

A4 – Only Speaking in French? It CAN Be Done!
If I told you that the kids in my classes ONLY spoke in French, would you believe me? Believe it! In this workshop I will pass on my tips, tricks and general methodology for only speaking in French during French class time. Come and find out what WORKS, what doesn't... and leave with ideas that will help you begin immediately!

K6

Carr, Wendy
Professor, University of British Columbia

E16-b – The LACS Project
The LACS project exists to promote the professional development of language teachers by supporting and representing professional associations of language teachers worldwide, campaigning on issues of concern, and advising UNESCO and the Council of Europe on language rights, plurilingualism, endangered languages, etc. Working with international partner associations means adapting the work of LACS to varied local contexts so as to enhance network-building and the dissemination of ideas. Raising awareness about various European Centre for Modern Languages (ECML) projects within language teacher networks benefits language learners and teachers alike. In this bilingual session, Enrica and Wendy will share ideas with educators on how to incorporate the results of these ECML projects in their language teaching.

G

Carol, Rita
Maître de conférences, Université de Strasbourg-ESPE

A16-b – La gestion de la diversité linguistique et culturelle à l'école maternelle en France : l'accueil des enfants allophones
Peu de travaux portent sur l'accueil à l'école maternelle de très jeunes enfants dont le français n'est pas la langue de la maison. Quelles conditions d'apprentissage leur sont offertes afin qu'ils puissent acquérir la langue de scolarisation? Cette communication propose d'étudier des situations scolaires de « plurilinguisme en herbe » (Macaire & Behra 2014) dans lesquelles les enfants de 3-6 ans vivent la diversité dans leur répertoire langagier. À partir de captations vidéo d'une douzaine de

classes et d'entretiens-enseignants, elle explore les interactions verbales et non verbales de ces enfants. L'analyse ethnométhodologique documente les contraintes de la classe, les usages du langage dans les divers espaces-temps scolaires, notamment en matière de plus ou moins grande valorisation des langues, du répertoire individuel et des variations des codes et normes culturelles de référence.

K6

Chan, Wendy; Peck, Lori
Teachers, Durham District School Board

A7 – Let Us Help You Bring Your Core French Classroom to Life!

What are you currently using in your Core French classroom? We can help you increase student talk time and bring some life to your current classroom practices! Through your participation, you will acquire a variety of activities, resources, strategies, tasks and ideas to make your class action-oriented, meaningful and authentic. (Participants are encouraged to bring a memory stick.)

K12

Choudhary, Asad; Choudhary, Ghazala
Vice Principal, Calgary Islamic School; Principal, Tarbiyah Learning

A13 – The Muslim Mind: Embracing Inclusion in Today's Classroom

Inclusion is no longer a philosophy or a buzzword, but a classroom reality. The focus of this session will be to discuss some of the Muslim sensitivities that exist in our diverse classrooms, and how teachers can better prepare themselves to accommodate the needs of Muslim students by having a proper understanding of the Muslim Mind. How do the core beliefs of Islam affect students? How do you deal with Muslim parents? What can and can't Muslim students do? How can we distinguish between the religion and culture? Chances are that teacher candidates will have Muslim students in their classroom, so time will be allocated for a question and answer period to answer any specific questions about understanding and accommodating Muslim sensitivities! Certificates will be issued.

G

Chow, Natalie; Riches, Caroline
Graduate Student, McGill University; Professor, McGill University

H13-a – Up, up, and Away: Exploring the Impacts of a Short-Term International Teaching Practicum in Hong Kong

As increasing immigration creates more diverse classrooms in Canada, attention must be directed to teachers' support of students immigrating from abroad. The option of teaching internationally in some teacher education programs encourages student teachers to enrich pedagogical strategies and increase cross-cultural sensitivity. This qualitative study investigates the experiences of eight Canadian teacher candidates specializing in Teaching English as a Second Language (TESL) who participated in an 8-week teaching practicum in Hong Kong. Data collection methods include pre- and post-questionnaires, an online class forum, student journal entries, and semi-structured interviews. Thematic analysis is the primary form of data analysis. Results from this study will provide insight into whether or not participating in an international practicum boosts teacher confidence for educating learners in a rapidly evolving global village.

PS / G

Chu Lau, Sunny Man; Kreuger, Elizabeth; Juby-Smith, Bonita; Desbiens, Isabelle
Assistant Professor; Director; Bishop's University; Teachers, Lennoxville Elementary School

I2-a – Cross-Language Teacher Collaboration: Promoting Student Identities as Emergent Bilinguals and Agents of Social Change

This presentation aims to report on the findings of a year-long university-school research project on

the collaboration of a French L2 and English Language Arts teacher in the promotion of cross language- and content-based goals. Committed to critical pedagogy, the two teachers explored the issue of children's rights with their students through a range of hybrid literacy (Flores-Dueñas, 2005; Manyak 2002, 2001) and experiential learning activities. Students came to understand what children's rights are and appreciate the importance of justice, peace and compassion. Their inquiry resulted in the publication of their bilingual abecedary about the conventions of children's rights. The book launch offered them a platform to reach out to their community to raise people's awareness of the issue. Using the method of critical, qualitative action research (Carspecken, 1996; Kemmis, 2001), data collected show students' increased level of bi-literacy engagement, empathy and self-efficacy for social change.

G

Coelho, Daniela
English Faculty, Higher College of Technology, United Arab Emirates

G2-b – Pluralistic Approaches at Preschool: Developing Children's Communicative Skills through Plurilingualism

Projects of sensitization to foreign languages, starting at preschool, also known as 'Awakening to Languages' programs, are flourishing around the world (Candelier, 2004; Council of Europe, 2014). This pluralistic approach is believed to contribute significantly not only to the process of awareness of others, but also to the development of a plurilingual communicative competence in children, in an environment where all languages are welcome and respected (Beacco & Byram, 2007). My presentation analyses the results of my PhD study carried out with preschool children with whom I worked on four foreign languages in an 'Awakening to Languages' project. My main objective was to find out what effects this plurilingual approach had on the children's communicative competence in their mother tongue. The results seem to indicate that exposing children to several languages can enrich the language activities worked at preschool, contributing to a development of the children's communicative skills in their first language.

K6 / G

Cousineau, Denis
FSL Instructional Coach, OCDSB

PL-1 – Accroître la confiance et la compétence de nos apprenants par le biais d'un virage pédagogique et culturel en langue seconde

Chez l'apprenant en langue seconde la confiance est toujours fragile. Souvent cette inquiétude se caractérise par la peur de l'erreur, la peur du ridicule, la peur de l'incompétence. Une pédagogie repensée, axée sur la compétence, accompagnée d'un processus d'autoréflexion devrait permettre la création d'une nouvelle culture en langue seconde et de créer un climat où règne la confiance et où l'apprenant développera véritablement sa compétence.

How to increase learner confidence and competence via a pedagogical and cultural shift in second language acquisition.
Confidence in second language acquisition is always fragile. Often this anxiety is characterized by a series of fears: fear of error, fear of ridicule, fear of incompetence. A redesigned pedagogy, focused on skill development and competency-based, supported with a process of on-going self-reflection should allow the creation of a new culture in second language. The mission is to create a climate of trust and confidence or where the learner will fully develop a true sense of competence.

Cousineau, Denis
FSL Instructional Coach, OCDSB

F3 – How the CEFR and the DELF are Reshaping FSL Culture in Ontario

The main purpose of this workshops is to illustrate how the CEFR and DELF are helping creating a new learning environment in Ontario classrooms. Since 2009 the CEFR has become a source of research

and the DELF has become common practice at OCDSB. Major collaboration and transformation at the teacher level are redefining FSL learning.

K12

Culligan, Karla; Kristmanson, Paula
PhD Student; Associate Professor; Second Language Research Institute of Canada, University of New Brunswick

I2-b – Fostering Cross-Cultural Understanding and Multilingualism in Future Classrooms: Experiences of Language Teacher Candidates in an International Internship

Focusing on the growth of cross-cultural understanding and language awareness, we examine how the experiences of language teacher candidates participating in an international internship might contribute to their personal and professional development. Data were collected for this exploratory case study in three phases — pre-internship focus groups, during-internship journals, and post-internship focus groups. Using qualitative analysis procedures, data were coded through reoccurring and common themes. Results reveal several emergent themes particular to each of the phases of the internship as well as some common themes tying the data together. We discuss the cross-cultural understanding and multilingual attitudes that language teacher candidates may gain from international internship experiences. We conclude with implications for teacher educators.

G

Cunningham, Denis
FIPLV Secretary General, Australia

D4-a – Generating Change in the Classroom

After a brief historical overview, a consideration of some theories precedes a study of current thinking in Australia. This includes the PEEL (Project for Enhancing Effective Learning) principles for teaching and quality learning, good learning behaviors and the role of ICT. Current research is used as a premise upon which to reflect on personal classroom practices, which appear to work.

G

Czeller, Maria
Associate Professor and chair, University of Debrecen, Hungary

H5-a – Geopolitical Changes in Europe and Foreign Language Teaching: the Case of Hungarian Higher Education

As a result of the Bologna Process and Hungary's accession to the European Union, teaching and learning foreign languages get a special attention in the Hungarian higher education institutions. This presentation will focus on the place and status as well as the major elements and the strategies of teaching foreign languages in this area. The range of languages offered by the institutions and the undergraduate students' motivation for language learning are also examined. Finally, we show that the EU has designated language learning as an important priority and funds numerous programs and projects in this area and promote student mobility and intercultural understanding.

G

D

Danciu, Johanna
Professeur adjoint, Université York

C8-b – L'approche actionnelle et l'enseignement par tâches dans les cours universitaires de FLS de niveau débutant-intermédiaire

Dans les cours de FLS de niveau débutant-intermédiaire, l'usage de l'approche actionnelle est parfois difficile. Premièrement, les étudiants, ayant un bagage linguistique peu développé, ne se sentent pas suffisamment à l'aise dans la L2 pour accomplir une tâche authentique ; deuxièmement, ils ont une certaine difficulté à travailler de manière non-traditionnelle, préférant parfois les exercices

typiques de grammaire auxquels ils sont habitués. Pourtant, l'emploi de cette approche augmente l'acquisition linguistique en permettant aux apprenants de mettre la langue véritablement en pratique. Dans cette communication, j'illustrerai l'emploi que j'ai fait d'activités de correction par les pairs et d'un travail d'équipe pour créer un projet vidéo dans un cours de FLS débutant-intermédiaire ainsi que les résultats de cette expérience. Je montrerai comment les diverses tâches que les étudiants ont faites, en classe et en dehors de la salle de cours, ont aidé à développer leur autonomie et à améliorer leur précision linguistique.

7-12 / PS

Dansereau, Marie-Claude; Movassat, Parvin; Hamel, Marie-Josée; Slavkov, Nikolay
Professeurs, Université d'Ottawa

I16 – Grammaire, technologie et écriture : A Synced Approach

Cette communication bilingue présentera une approche novatrice pour l'enseignement de la grammaire et de l'écriture dans les cours de FLS et ESL en salle de classe et en ligne. Dans un premier volet, un survol des orientations actuelles dans le domaine de l'enseignement de la grammaire nous permettra de situer les bases méthodologiques de notre approche qui s'inscrit dans une pédagogie actionnelle et qui encourage les apprenants à acquérir des compétences langagières et grammaticales en lien avec des contextes authentiques d'apprentissage. Dans le deuxième volet, nous présenterons des modèles de tâches langagières interactives qui exploitent la grammaire à travers les genres textuels. On verra certaines technologies qui permettent d'accompagner les apprenants en amont, durant et après le processus d'accomplissement de ces tâches en ligne. In the last part, we will focus on writing and demonstrate how to use the online document sharing and collaboration capabilities of Google Drive to provide authentic, task-based instruction and feedback.

G

De Abreu, Michelle
Consultant, IISLE, Edmonton Public Schools

E2 – Want to Hang Out? How Google Apps Transformed How Language Teachers Connect and Learn

Providing accessible professional learning, language proficiency development, and networking opportunities continues to be challenging as teachers' lives become busier and more demanding. Learn how Google Hangouts, Google Communities and other Google Apps are used in one school district to nurture flexible, convenient and effective teacher communities of practice that are low-stress, collegial and egalitarian. Michelle De Abreu learned that you do not have to be an expert in technology to harness the power of Google, or of technology in general, to provide space and time for second language teachers to make meaningful professional connections.

G

de Carvalho, Geraldo; Richter, Josiane
Leiter der Spracharbeit, Werther Institut; Fach-betreuerin, Instituto Superior de Educação Ivoti, Brazil

H12-a – Deutsch im Konzert der Fremdsprachen in Brasilien: Die Rolle von ABraPA in der Sprachenpolitik

Ziel des Brasilianischen Deutschlehrerdachverbandes (ABraPA) ist es, die Interessen seiner sieben regionalen Deutschlehrerverbände landesweit zu vertreten und den kulturellen Austausch mit nationalen sowie internationalen Einrichtungen und Behörden anzuregen. Zu seiner Hauptaufgaben gehört es, die Stellung der deutschen Sprache als eine neben Englisch, Spanisch und Französisch u.a. anerkannte Fremdsprache im brasilianischen Schulsystem zu verstärken und den Dialog mit den im Lande gelernten Fremdsprachen zu fördern. Mit diesem Beitrag soll erörtet werden, was ABraPA derweil diesbezüglich erreicht hat und was sie zur Verfolgung seiner Ziele mobilisiert.

G

Dessureault, Julie
Formatrice, Cégep du Vieux Montréal et Action Savoirs

E1 – Exploiter un contenu culturel, oui mais... par l'entremise d'activités interactives

Venez découvrir différentes façons d'exploiter un contenu culturel à l'aide d'activités basées sur la communication et l'interaction. Comment transmettre de l'information culturelle tout en gardant l'apprenant actif dans son apprentissage? En participant à cet atelier, vous découvrirez plusieurs jeux-cadres qui peuvent être adaptés à votre contexte culturel. Ces mêmes jeux-cadres pourront également être utiles pour d'autres types de contenus. Des exemples concrets seront également tirés d'un guide pédagogique qui a fait ses preuves, Le Québec en action, utilisé depuis quelques années dans des classes de français langue seconde pour transmettre des connaissances sur le Québec de façon interactive. Toutes les activités proposées dans ce guide peuvent être transformées selon le contexte, et c'est spécifiquement ce que nous allons exploiter pendant l'atelier. En résumé, l'objectif de cet atelier est d'outiller en modèles d'activités ludiques, de communication orale, et surtout, concrets, les intervenants du milieu des langues vivantes.

7-12 / PS

Di Pardo Leon-Henri, Dana
Associate Professor, University of Paris IV – La Sorbonne

D13-a – Metacognition and Learner Autonomy: The "Learning by Doing" Approach to Higher Education Language Teaching

The objective is to encourage the metacognitive skills development of language learners through the use of learner autonomy, which can encourage student motivation and engagement. This study involves the creation of an activity, which is task-based and involves preliminary research on behalf of the students. The students must make an oral presentation, in the form of a professional scenario. The role-play involves the active participation of and full interaction with the audience. The method is founded on a solid theoretical background as well as the CEFR. The results are based on a student questionnaire, which is distributed to the students at the end of the activity. During this activity, the students work in an independent manner while conducting research on the internet. They must write and learn their scripts and they are encouraged to use props or audio/visual aids during their presentations. This didactic approach can be applied to any foreign language teaching situation or discipline.

PS

Doell, Lesley; Boisvert, Diana
Consultant, French Language Resource Centre, Alberta; Teacher, Grande Prairie Public School Division

B5 – Establish a Successful Partnership with France through Shared Projects

How does one effectively apply the action-oriented tasks in a classroom setting and fulfill the can-do statements of the CEFR through a dynamic, engaging and culturally-rich learning experiences? Consider a partnership with France! Learn about one of the first successful twinning projects within a newly-developed France-Canada partnership. Arranged by the French Embassy in Ottawa in 2013, Northwestern Alberta's Core French and Immersion programs are connecting in practical way with the global community. By developing shared action-oriented projects, students not only participate in real-life exchanges but gain authentic experiences that enhance and motivate their second language learning. Teachers will learn the steps to take to establish a strong partnership, learn about the challenges, successes and also have time to explore websites to discover potential class projects that match Core French, Immersion and Intensive Program of Studies, reach cross-curricular objectives and enable students to apply the "can-do" statements in a very tangible way.

K12

Domínguez-Miguela, Antonia
Education Advisor, Embassy of Spain, Ottawa

A10 – La escritura cooperativa en el aula de español como lengua extranjera

This session explores how to improve writing skills in Spanish through the implementation of cooperative learning strategies. Cooperative learning helps students overcome inhibition when they communicate in a foreign language and they become more autonomous and more aware of their own learning process. Working in cooperative groups also fosters students' creativity and responsibility and it improves interpersonal skills and affective relationships within the group and between the students and the teachers. The integration of cooperative learning strategies in writing tasks is based on positive interdependence among students who participate and get involved in the process of writing, revising and editing.

K12 / G

Dougherty, Ellen; Coelho, Daniela; Alvarado, Nery
English Faculty, Higher Colleges of Technology, United Arab Emirates

I6-a – A Portuguese, a Mexican and a Canadian Walk into a Class… and Create a Learning Community across Borders with Digital Tools

The Consortium for School Networking conducted a study (Lemke & Coughlin, 2009) which found that educators believe in the significance of digital tools for teaching and learning; however, their actual use has been quite limited. Conversely, language educators who integrate digital tools in their classrooms facilitate the acquisition of the foreign languages, address their students' individual learning needs, and enhance creativity (Warschauer 2011). Our workshop we will explore CALL/MALL digital tools, particularly useful for foreign language learners, which include samples of Web 2.0 tools, social media, and iPad apps, so that participants can develop their own plans to integrate CALL/MALL tools in their individual language learning settings according to their needs (Bax, 2008). We will focus mainly on tools that enhance collaborative work, inviting participants to bring their own devices and experience several language learning interactive environments across borders and languages, as members of our online Personal Learning Network.

PS / G

Duckworth, Sylvia
Teacher, Crescent School, Toronto

B3 – Social Media and Web 2.0 tools in the FSL Class

The presenter will demonstrate how you can effectively (and painlessly) integrate technology in your FSL classes to increase student engagement. Various Social Media and Web 2.0 tools will be explored including YouTube, Twitter, Instagram, Vine, blogging and creating online digital student projects. In addition, Sylvia will provide many internet links that your students can use right away to practice their French, including vocabulary builders and interactive eBooks. Il ne faut pas avoir peur de la techno!

K12

E

Eberhardt, Annelie
Ph.D. student, National University of Ireland, Galway

I12-a – Modern Language Teacher Research – Making CPD Sustainable

In this session, I will explore the role that collaborative enquiry into language teaching methodologies can play in teacher professional development and the improvement of language learning in Irish schools. A number of recent research and policy reports indicate that second language teaching and learning in Ireland is fraught with difficulty and that current levels of foreign language proficiency of Irish citizens are unsatisfactory. An educational reform now

envisages changes to course content as well as delivery with greater emphasis on developing creativity, innovation, critical thinking and learning skills. As a result teachers will be challenged to implement innovative teaching and learning methodologies. To what extent can collaborative and enquiry-based classroom research enhance teaching practice and student learning in the modern language classroom? The presentation provides first results stemming from an enquiry-based research project with teachers of French, German and Spanish at Irish secondary schools.

K12 / PS

Esa, Mohamed
Professor, McDaniel College, Maryland; Direktor, American Association of Teachers of German

H11-b – Märchen im DaF-Unterricht: Kreativ, Innovativ und Multimedial (Fairy Tales in the German Classroom: Creative, Innovative, Multimedia)
In der Sektion wird gezeigt, wie einige der bekanntesten Märchen der Brüder Grimm gezielt und effektiv in allen Lernstufen eingesetzt und dabei viele Lernziele erreicht werden können. Außerdem werden literarische, filmische und musikalischen Adaptionen der Märchen vorgestellt.

Esa, Mohamed; Cothrun, Keith
Professor, McDaniel College, Maryland; Direktor, American Association of Teachers of German

C12 – Deutsch als Fremdsprache für MINT-Fächer
In den MINT-Fächern (Mathematik, Informatik, Naturwissenschaften und Technik; auf Englisch STEM: Science, Technology, Engineering, Math) besteht sowohl in den USA wie auch in anderen Ländern ein ungestillter und immer größer werdender Bedarf. MINT-Deutsch-Initiativen für Schulen in den USA (bilingualer Fach-Sach-Unterricht) sind Schwerpunke geworden, um Deutsch im Zusammenhang mit innovativen und gesellschaftlich wichtigen Aufgaben stärker in den Mittelpunkt zu rücken. Die AATG hat 2014 ein Projekt begonnen, um den Stand der Forschung zum sprachlichen Aus- und Weiterbildungsbedarf von Studierenden, Schülern und Schülerinnen in MINT-Fächern und für MINT-Fächer zu ermitteln, dabei die unterschiedlichen Kompetenzen US-amerikanischer und deutscher Forschenden und Lehrenden zu bündeln, um auf dieser Basis neue Wege sowohl in der Curriculum- und Lehrmaterialienentwicklung wie in der Lehrer- und Dozentenaus- und weiterbildung zu finden. 2013 hat die AATG fünf MINT-bezogenen Pilotartikulationsprojekte in verschiedenen Schultypen der USA durchgeführt. Die Vortragenden werden über die Ergebnisse dieser Projekte und Zukunftspläne zur Einleitung von MINT-Themen in DaF-Unterricht auf allen Ebenen in den USA.

PS

F

G

Gacich, Sean
Teacher, TDSB

I14 – Adapting Levels in Content-Based French Classes to Serve Your Students' Language Needs
This workshop is designed to address teachers' challenges with multiple levels of language abilities in French Immersion and Extended French classes at the intermediate and senior levels, particularly for core subjects such as History and Social studies. Going beyond standard Differentiated Instruction (DI) approaches to curriculum, this workshop will introduce participants to a variety of strategies for explicit language structure instruction while addressing content objectives in the specific courses being learned.

7-12 / PS

Galante, Angelica
Ph.D. candidate, OISE, University of Toronto

A6-a – Collaborating across Languages: Using Language Learners' Linguistic Repertoire in English as Additional Language Classrooms

In many English as Additional Language (EAL) programs in Canada and in other countries, classrooms are multilingual, with students from different linguistic backgrounds. Given these students already have previous linguistic knowledge from their mother tongue and/or other languages, this knowledge can be recognized and used to learn new languages. Plurilingual education integrates languages within a person's linguistic repertoire and this integration is activated and stimulated during the process of development of a new language (Coste, Moore, & Zarate, 2009). Students' linguistic repertoires are recognized, valued and used for the transfer of linguistic and social skills between or among languages, helping new language learning (García & Sylvan, 2011; Piccardo, 2013). In this workshop, a brief introduction to plurilingual education will be provided and participants will engage in plurilingual activities that can be used in EAL classrooms.

G

Galea, Pauline
Teacher, DCDSB

I4 – Classroom Management-Strategies to Maximize Student Engagement

Do you struggle with managing certain classes? Do you have disruptive, disinterested students? Would you like strategies that will result in students saying, "I love French class!"? In this workshop, you will learn how to structure your schedule, your lesson plans and your classroom to maximize student connections, accountability, autonomy and productivity. You will see how it is possible to teach French language and literacy, and enjoy doing it! Whether you are a new teacher or a veteran who needs a boost, you will benefit from practical, hands-on ideas and demonstration!

K12

Gauthier, Heather
Teacher, WRDSB

B15 – Developing Action-Oriented Tasks for Primary and Junior Core French

Using the Ontario Curriculum Services FSL Guide to Reflective Practice (Module 1: Oral Proficiency and Module 3: The Action-Oriented Approach) and the Revised Ontario FSL curriculum, teachers will work in small groups to take a Core French curricular expectation and turn it into an action-oriented task with specifics details to differentiate its use in a primary vs. junior classroom. Sample activities will be shared and analyzed initially to model the action-oriented approach, and graphic organizers will be provided to help teachers with their planning. Videos of some action-oriented activities in action will be shared to demonstrate possible implementation and feasibility.

K6

Gauthier, Maria
Teacher, Upper Canada College

C3 – Toolkits for French: Language Learning Strategies

Language learning strategies (LLS) provide learners with active tools essential for efficient, autonomous learning leading to greater self-confidence. This workshop will offer background ideas behind LLS and provide an arsenal of practical strategies to help students learn French more effectively.

7-12

Geiger-Jaillet, Anemone
Universitäts-professorin, Université de Strasbourg

F11 – Fachunterricht in der Fremdsprache: ein Methodenhandbuch zur Lehreraus-und fortbildung

Wir präsentieren ein Handbuch für LehrerInnen und zukünftige Lehrpersonen von CLIL Deutsch, das Anfang 2015 bei P.Lang erscheint. Es richtet sich auch an CLIL-Ausbilder und DozentInnen gerade aus den Sachfachdisziplinen. Das Buch fasst die verschiedenen Ansätze, Praktiken und die

langjährigen Erfahrungen der universitären CLIL-Lehrerausbildung zusammen. Eine Reihe von akademischen Zentren und universitären Netzwerken nahmen an der Arbeit dieses Buches teil, allen voran drei Länder am Oberrhein: die Schweiz (Päd.Hochschule FHNW, Le Pape Racine), Deutschland (Päd. Hochschule Karlsruhe, Schlemminger) und Frankreich mit der Universität Strasbourg (Geiger-Jaillet). Das Buch gibt Anleitung sowohl auf theoretische Ebene als auch in Bezug auf Unterricht (mit Beispielen von „guter Praxis"). Die verschiedenen Sachfachdisziplinen wie Biologie, Geschichte, Geographie, Musik, Bildende Kunst, Mathematik usw. werden berücksichtigt und mit Unterrichtsbeispielen aus der Primar- und der Sekundarschulen belegt.

G

George, Sumin; Brezina, Kristy
FSL Educational Representatives, CEC Publishing

B10 – Wire Your French Classroom for Success with CEC's Unique Technology!

It is more important than ever before to engage our 21st century students with technology that makes for fun and effective FSL teaching and learning. MyCECZone, an online multimedia platform, is a user-friendly all-in-one digital bookshelf compatible with your PC, MAC and tablet. It is your portal to a new and exciting world that will bring your classroom to life. Get your students up and moving with an abundance of videos of teacher and student modelling, songs and dances, and interactive whiteboard activities. Create and share notes, documents, hyperlinks and more as your students read and listen to our e-books from the Odyssée, C'est parti! and Boomerang collections. Discover the rich content of our PD resource Let's Talk: Lifelong Language Learning. Come and explore your best choice in digital resources for FSL today!

K12

Germain, Claude; Liang, Min yi
Full Professor (retired), UQAM; Teacher, South China Normal University

H10-b – Evaluation of the Neurolinguistic Approach for FSL with First- and Second-Year University-Level Chinese Students

A two-year experiment of the NLA is presented. Results in oral and written production and on the Chinese national test of FSL competencies for two experimental classes after one and two years of instruction (1 year: n=28; 2 years: n=26) are compared with those of two classes (1 year: n=27; 2 years: n=28) at another Chinese university using the 'traditional Chinese method'. Despite some variations on specific criteria for writing, test results indicate superior performance for the experimental group. These findings tend to replicate those for young anglophone and allophone students (11 or 12 years old) in Intensive French, the application of NLA in Canada. Contrary to expectations, an appreciation of the NLA by Chinese students also suggests a tendency for these students to be open to more interactive ways of learning a foreign language.

PS / G

Gibson, Sandy; Ramesh, S.
Teacher, The Sterling Hall School, Toronto; CEO, Memarden Inc

F13 – Notes from the Jungle – A Review of Using Customized Game-Based Learning in a Real Classroom

Since May 2014 I've used the Memarden system with my French classes. Memarden lets me rapidly build multi-media lessons and present them to my students as games and other activities. In this session I'll talk about what worked and what didn't. Topics covered: Blended learning and the pros and cons of creating my own online lessons and games; Flipped classroom using videos and interactive activities; Game-based learning; Student-created lessons and project-based learning; Social networks for language learning; Gaming as assessment.

Audience participation is encouraged – bring your opinions and experiences.

K6

Gormley, Betty
Executive Director, Canadian Parents for French – Ontario

D2-b – Engaging Parents & Students and Supporting Educators
What parents want and need for their children to succeed in FSL programs is sometimes very similar to what teachers identify as critical for improving their in-class practice, whether it be free access to more authentic French resources or more opportunities for professional development. This workshop will: Build a common understanding of how to increase parent engagement in FSL and provide a progress report on the work of Canadian Parents for French (CPF) to that end; Explore CPF resources that motivate students to stay in French to graduation!; and Ask participants to help prioritize future CPF initiatives that will address the needs of parents and students…and support educators! The workshop incorporates Interactive group exercise and feedback. Power point presentation and handouts.

K12 / G

Gotsiridze, David; Dolidze, R.; Kajaia, M.
Professors, I. Javakhishvili Tbilisi State University (Georgia)

I10-b – Electric Mail in Teaching the Epistolary Genre
The session will present the results of the research of specific peculiarities of modern electric versions of epistolary texts and evolution of the epistolary culture as the mirror of the society development. Also, the paper reveals the impact of new semiotic systems on the transformation of epistolary culture. The stress is made on textual and linguistic peculiarities of the epistolary genre, and the huge changes in the character of the linguistic means in computer-based communication, such as distinct orientation on the addressee, varied forms of address, epistolary language expressing the linguistic "taste" of the epoch.

PS / G

Gotsiridze, Zurab; Imnadze, B.; Jagodnishvili, T.
Professors, Georgian Technical University (Georgia)

I10-a – Information Technologies in the Teaching Processes
Modern technological means and innovative methods provide wide possibilities for sharing experience and creative approach to teaching. The dissemination of the newest technologies and computer based forms of communication broadens the possibilities of education, as it enables the balance of direct and indirect communication in teaching. Pros and cons of distant learning: along the overall interest in computer and Internet it is important to maintain the time-proved and efficient traditional methods of teaching. Modern information technologies as the essential basis of interactive teaching methods.

PS / G

Griffith-Zahner, Nancy; Lavrencic, Rome
Teachers, Charles Hays Secondary School; New Westminster Secondary School

H14 – BCATML iPad Inquiry Project: Bringing iPads to the Language Teachers of British Columbia
The use of technology in the classroom is an opportunity which no teacher should pass up. But often there are challenges in the way, including budgetary restrictions and unfamiliarity with available applications. In this workshop, Rome and Nancy will explain the beginnings of the BCATML iPad mobile lab. We'll discuss our goals in forming the mobile iPad lab, the similarities and differences in our approaches in using the lab, and the applications which we find indispensable in the language classroom. We will illustrate our experiences with iPad applications through the use of student-created materials. We hope to inspire

other language groups to explore the idea of forming their own mobile iPad lab.

K12

Grzybowska, Aleksandra
Bibliothèque numérique, Centre de la francophonie des Amériques

B8-b – Plus de 3000 livres disponibles en un seul clic!
Le Centre de la francophonie des Amériques contribue au rayonnement du fait francophone dans le contexte de la diversité culturelle, en misant sur la collaboration entre les communautés francophones et les francophiles. Pour ce faire, il met en place de multiples actions, programmes et outils numériques novateurs visant l'amélioration des connaissances et la participation à l'Amérique francophone. Son équipe vous présentera la Bibliothèque numérique de la francophonie des Amériques, qui donne accès gratuitement à des milliers de livres et ressources pédagogiques en français.

K12

Guedova, Neli
Enseignante, Centre Lartigue, Longueuil, QC

F8-b – Apprendre à lire avec plaisir
La méthode « Plaisir de lire » s'adresse à un public adulte non-francophone et vise à combler une lacune dans l'apprentissage du FL2/FLE, notamment, le décodage et la mélodie de la langue française. Un abécédaire-syllabaire propose des exercices structurés, systématiques, progressifs et interactifs sur le décodage et la prosodie ainsi que des règles explicites qui éveillent la conscience phonologique et favorisent la fluidité en lecture à voix haute. Ils ne contiennent que des graphies vues au préalable afin d'éviter des situations d'échec. L'enseignant et les enseignés sont conjointement impliqués dans le processus dynamique d'apprentissage. Cette méthode tient compte des facteurs émotif et psychosocial et l'hétérogénéité est perçue comme une richesse inestimable. L'erreur est valorisée comme une étape importante de l'apprentissage et fait l'objet d'analyse, suscitant la réflexion, la collaboration et le plaisir d'apprendre. La méthode est complémentaire et non en antithèse, à toute autre approche en FL2/FLÉ, FLM.

PS / G

Gulliver, Trevor
Associate Professor, Bishop's University

G6 – A Dozen Ways of Using Songs
As many students enjoy hearing songs in English, teachers need a wide range of activities to bring songs into the classroom. In this hands-on presentation, I will discuss listening and pronunciation pedagogy and present twelve activities that teachers can adapt to songs they might use in their classrooms.

K12

H

Haddad, Andrea
Teacher, TDSB

G9 – Rigodon… Célébrons! The Culture of French North America for the Classroom
The "intercultural understanding" component of the new Ontario curriculum is challenging to accommodate with few resources available. Yet it is vital to students' connection with language learning as a current and life-long goal. Explore the presence of French heritage in North America, and see how knowledge of the past can influence the future of a culture through active participation in the traditional arts. Learn how to translate festive occasions, music, food, songs and dance into interdisciplinary classroom activities that create enthusiasm and fond memories for all ages. Also discover French storytelling through legends that depart from the modern world of technology, as another powerful tool that can spark students'

curiosity and creativity. Many of these activities can be integrated into other parts of the school curriculum, making French an integral presence in school life. Bring your playing spoons, your dancing shoes, your appetites and your passports to fun!

K12

Halabi, Maha
Lecturer, Sheffield University

B6-b – The Role of the E-Tutors in Promoting Distance Learners' Autonomy

This study is conducted in a Saudi University for those who study English as a second language from distance. It aims to develop a framework for tutors to help their distance language learners to manage and control their learning of the foreign language at the distance language learning program. This work is significant because preliminary literature review shows that very few studies have been conducting in this specific field. I have personally suffered from the total reliance of students on their teachers. The old method of spoon-feeding has been widely applied in most Saudi universities. To achieve my goals, two main data collection methods were applied to find out the role of the e-tutors in the program and to find out how far these tutors allow their distance learners to take control and to manage their learning of the language. These two methods are: reflective journals and semi-structure interviews.

PS

Hamel, Marie-Josée; Breslin, Sarah; Lemoine, Hilaire
OLBI; ECML

C16-a – The European Center for Modern Languages from a Canadian Perspective

The Official Language and Bilingualism Institute (OLBI) of the University of Ottawa is proud to be the organizer of this special Canadian-ECML symposium. In this introductory part of the symposium, Sarah Breslin, director of the ECML, will give an overview of the Centre's mandate, activities and resources. Then, Marie-Josée Hamel, interim director of OLBI, will talk about the Institute and in particular, its role as the ECML representative in Canada. A round table will follow, led by Hilaire Lemoine, Executive in Residence at OLBI, during which will be highlighted the opportunities a fruitful collaboration between ECML and OLBI have created for Canadian researchers and the impact such a collaboration has had on all involved, and beyond. Finally, the team of Canadian researchers who participated in the 2012-2015 ECML projects will be introduced. Their presentations will follow.

G

Harper, Stacy
Dept. Head, Second Languages, Alberta Distance Learning Centre

F6-a – Providing ESL Courseware Anytime Anywhere Anyplace

ADLC is introducing new, online English as a Second Language courses. This is a series of four courses that can be taken sequentially, online. The course resides in a Web-based platform that provides interactive learning opportunities for students. The program addresses listening, speaking, reading and writing outcomes using current, engaging content. Students go through carefully structured activities that provide them with immediate feedback. The interactive content includes language games, voice recordings that students compare their speaking activities with model speakers, video role-play activities, blogs and writing practice that allow students to practice authentic communication. Teachers wanting to use the program with their own students can customize the program to fit the students' individual needs by adding/adjusting content in the Learning Management system with support from an ADLC teacher. Come learn more about how you can support your English Language Learners at your school!

7-12

Hay, Lori
Teacher, Fredericton High School, NB

F2-b – Autism Students Finding Success in FSL Classrooms: An Inclusive Teacher's Journey in Creating a Successful and Compassionate Learning Environment for All

This presentation will share five years of ongoing experiential, qualitative research in an inclusive classroom, using both our language passport (based on the CEFR) and techniques used in Post-Intensive French. I will share how I've creatively used these two approaches to provide a positive and successful learning environment for students with autism. The presentation will highlight my work with two students who have entirely different learning needs and behavioral considerations. One went through the Core program and left high school to study languages at the university level, while the other is currently learning French through the Post-Intensive program. This presentation will share with fellow educators and researchers two very different experiences that have found similar results: a welcoming FSL classroom where autism students learn and succeed!

7-12

Hellal, Farida
Professor, Université d'Alger

B6-a – Metacognition and Learner Autonomy

The averred correlation between academic EFL students' performance and use of metacognitive strategies (Flavell, 1976, 1979, Griffith, 2003, Yang, 2007, Ya-Ling, 2008) urges the integration of such strategies in academic EFL teaching in Algeria – which faces hurdles involving both teachers (other-directed approaches, limited use of multimedia resources) and learners (a utilitarian, passive approach to English learning, poor access to native English practice and culture, and the legacy of negative traditional learning habits). My attempt to devise and harness a metacognitive approach against the background of international research and practice through building up students' metacognitive assets (Chamot 2004) aims at finding means to foster self-stimulating reflexes and practices (Shimamura, 1994, O'Malley and Chamot, 1990, Zhang, 2010) as well as the motivation, responsibility, self-direction, self-regulation and autonomy (Candy, 1991, Wenden, 1991) that are especially crucial in the language learning process (Benson & Voller, 1997, Sheerin, 1997, Zhang ,2010).

PS

Hendry, Linda
Publisher, RK Publishing

C4 – A New Resource for Grade 9 Core French? Tu parles!

Tu parles! is the new resource for Grade 9 Core French that will lead your students to speak and interact in French! Infused with the goals of the CEFR and current pedagogy, our full resource will provide teachers and students with the triggers and support materials to make the classroom a rich centre of communication. Come for a quick overview of the resource, then the opportunity to interact with the materials, and one another!

7-12

Hermans-Nymark, Laura
Consultant, frameWorks Consulting

B4 – Exploring the Use of Language Portfolios in FSL Classrooms

The new Ontario FSL curriculum promotes the use of portfolios to help students measure and document their language learning over time. Having an understanding of: how language portfolios are used, how teachers and students respond to using language portfolios, and how using language portfolios inform teaching and benefit students, is beneficial in discussions around portfolio development and use. In the 2013–2014 school year the Niagara Catholic District School Board funded a project to investigate the integration of a CEFR Language Portfolio in 9 French classrooms across the school board. Join us to find out how the insight gained from the study enables stakeholders to make informed decisions

as to how CEFR-based language portfolios can be fine-tuned for the new FSL curriculum and can be implemented school board wide.

G

Hoerath, Elizabeth
Education Officer, Ministry of Education of Ontario

D3 – Inspiring Inclusive Practices in FSL
Curriculum and special education policies in Ontario are based on philosophies of inclusion and differentiation. French as a Second Language is no exception. A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 outlines benefits of learning FSL and includes the guiding principle "FSL programs are for all students". The release of the FSL Framework, intended to strengthen FSL, provides the impetus to "promote the inclusiveness of all FSL programs, recognizing that all students can learn FSL given the appropriate support". In order to augment inclusionary practices, this presentation will critically examine some of the current rhetoric and practices. The presentation is organized as follows: The Case for Inclusion; Myths and Mixed Messages that Propagate Exclusion of Students with Special Education Needs in FSL; and Supporting School Boards and Schools to Improve Inclusive Practices.

K12

Humber, Angeline; Bissonnette, Kelly
Consultant; FSL educator; Greater Essex County District School Board

F6-b – Camp Merveille – A Journey in Inquiry-Based Learning
Follow us on our inquiry-based learning experience through our Board's first ever French Immersion Summer Learning Program – Camp Merveille. This was a three week intensive program offered to almost 50 Grades 1 and 2 French Immersion students primarily achieving at a Level 2. This program was developed to improve student confidence and language skills and to bridge the summer learning gap for our students. It was also a great opportunity to engage parents and community partners to support student learning and well-being.

K6

Hunter, Danielle; Piccardo, Enrica
Facilitator, Durham District School Board; Associate Professor, OISE, University of Toronto

I9 – Action-Oriented Tasks: Theory into Practice
The notion of task is neither new nor peripheral in Second Language Education (SLE): the Task-Based Approach has marked a turning point in reflection upon teaching methodologies and curriculum organization. More recently, the CEFR has revamped this notion through its action-oriented approach. Tasks are a federating tool that allows linking SLE with real-life language use. After discussing the CEFR notion of task, this presentation will show how action-oriented tasks can be used to create an environment where students "live" a language through real-life scenarios that are interactive, relevant, and purposeful while at the same time promoting critical and creative thinking.

K12

I

In der Stroth, Ulla-Ruth
Language Consultant, River East Transcona School Division, Winnipeg

C11 – Musik in Deutschland – Deutschland in Musik
Unsere Schüler/Studenten sind von Musik umgeben und viele beschäftigen sich auch in ihrer Freizeit mit dieser. Dies ist der Ausgangsgedanke dieses Workshops: es handelt sich um ein Thema, für das sich die Lerner interessieren und damit intrinsisch motiviert sind. Die (kurzen) Praxisbeispiele, die hier vorgestellt werden, sollen als Anregung dienen, SchülerInnen neu zu motivieren, zum Aufstehen und zum Mitsingen anzuregen und die deutsche

Sprache mit allen Sinnen zu genießen und auf allen Niveaustufen zum Einsatz zu bringen. Ebenso soll der Vorteil der Musik genutzt werden, landeskundliche Inhalte zu transportieren, die dann wiederum im Unterricht aufgegriffen warden können. Nicht zuletzt soll die Kreativität der Workshopteilnehmer angeregt werden, Musik mehr in den eigenen Unterricht zu integrieren.

K12

J

Johnson, Stacia
Languages Educator, University of Victoria / Vancouver Island North School District

G3 – The Affordances of Twitter in Language Learning

As students incorporate social media devices into their daily lives, language teachers need to use these tools to remain relevant and current in education. Twitter, a platform for microblogging, is one such tool that provides numerous affordances. Using Twitter in language classes is engaging and motivating; allows for interaction with language and culture beyond the classroom; provides immediate feedback; is easy to use and access; develops and maintains relationships and community; sets up an ethos of authentic communication; aids in the development of new literacies; and promotes risk-taking. Suggestions and examples for getting started with Twitter will be offered. In addition, examples of curriculum aligned tweet tasks to CEFR A1-B2 FSL proficiency levels will be shown and discussed.

7-12

K

Katada, Fusa
Professor, Waseda University

D14-b – Moraic Linguistic Rhythm in Music

Despite the innate musicality that marks many persons with Williams syndrome (WSPs), they have deficiency for visuo-spatial recognition and computational skills; they encounter difficulties in reading Western music notation. However, their ability to well comprehend the isochronal sound quality of mora-timed languages of the world supports the hypothesis that WSPs could potentially read musical notation that keeps the note length constant and circumvents the addition necessary for mental computation. I demonstrates how this hypothesis was borne out, which will lead to turning 'disability' to 'ability' that may serve a vehicle for fulfilling linguistic and musical lives of the affected population.

K12 / G

Khan, Aziz
PhD Candidate, The University of Auckland, NZ

H5-b – Policy in Practice: Ethnography of Language Policy in a Multilingual Context

This paper focuses on the process whereby teachers put into practice the language-in-education policy in rural primary schools in the northwest of Pakistan. The narrative ethnographic research was carried out in three schools, all located in the same area but each following a different language as the medium of instruction (MoI): English – the most sought after language, Urdu – the national language, and Pashto – the native language of the region. Using interviews and observations over a three month period, the study presents the language perceptions, preferences, and practices of two teachers each at each of the three schools. The central aim of the study was to investigate which languages teachers use for teaching in the three schools with different MoI, why they make these choices, and what

implications their decisions hold for macro-level language-in-education policy.

G

Kirs, Õie
Deutsch-lektorin, Universität Tallinn, Estland

D12-b – Lernen durch Lehren
Viele Lehrende kennen das Gefühl: Es gibt Unterrichtsinhalte, die man erst dann richtig versteht, wenn man sie das erste Mal selbst unterrichtet hat. Warum sollten wir das nicht auch unseren Lernenden ermöglichen? Die Erstellung und gegenseitige Vermittlung von Unterrichtsmaterialien aktiviert den Lernprozess und steigert die Verantwortung eines jeden Lernerenden für das Erreichen des gemeinsamen Lernziels. In meinem Vortrag würde ich gern Beispiele für Das Lernen durch Lehren anführen. Es geht vorwiegend um die Erfahrung, die ich als Unterrichtende bei der Vermittlung von Grammatik und Wortschatz in den Gruppen von Niveaustufen A1 – B2 gemacht habe.

K12 / G

Knoerr, Hélène; Weinberg, Alysse
Professeures, Université d'Ottawa

H15 – Clés technologiques de la réussite en immersion
L'atelier montrera avec des exemples concrets comment la technologie est utilisée pour faciliter la réussite des étudiants dans deux dimensions de l'immersion en français au niveau universitaire. Nous décrirons d'abord l'élaboration et la mise en œuvre d'une série de sept balados ancrés dans la théorie métacognitive et la théorie de l'écoute en langue étrangère présentant des stratégies d'écoute en L2 et des techniques de prise de notes. Nous parlerons ensuite de la collaboration entre une professeure du département d'histoire et une professeure de langue, qui a abouti à la création d'une série d'outils : sites Internet, Portail francophile, parrainage étudiants francophones/ anglophones. Nous terminerons avec les réflexions des étudiants concernant l'impact de ces divers outils technologiques sur leur réussite. Les exemples présentés sont issus du contexte universitaire, mais s'appliquent également au niveau secondaire.

G

Kostiuk, Melody
Institute for Innovation in Second Language Education

D16-b – Collaborative Community Approach to Migrant Education (Community)
The Collaborative Community Approach to Migrant Education Project focuses on new ways to enhance young migrant's education by developing links between schools, the home and local partners in education. The aim of the project is to develop innovative language pedagogies that draw on links between school, home and the community to develop learners' pluralingualism. New ways of teaching are explored by producing multi-modal texts. The project work will result in on-line module for teacher training and online resources to support a range of diverse texts for learners from migrant backgrounds. In this presentation, Melody will share ideas with educators on how to incorporate the results of this ECML project in their language teaching.

G

Kristmanson, Paula
Associate Professor, University of New Brunswick

C16-c – Language Descriptors for Migrant and Minority Learners' Success in Compulsory Education
This particular project of the European Centre for Modern Languages focuses on the language competence required in the language of schooling in order to achieve educational success. The aim of the project was to develop descriptors for curriculum subjects, in particular mathematics and history/civics, that link to CEFR levels in order to raise awareness among educators of the language migrant and minority language learners' need to

perform successfully in compulsory education. Through a multi-phase validation process, descriptors were developed and threshold success levels were identified for two age groups (12/13; 15/16) for both subject areas. In sum, the results indicated that 12/13 year old students need a level of language proficiency mirroring at least CEFR level B1, while 15/16 year old students need at least a B2 level of language proficiency. A report was written detailing the literature reviewed, the methodology used, the results obtained, and the implications for pedagogy. Cf. www.ecml.at/languagedescriptors

G

Kristmanson, Paula; Lafargue, Chantal
Associate Professor; Teacher Associate; University of New Brunswick

G5 – Autonomy in Action: Supporting Learners as Owners of Their Own Learning

One of the key principles of CEFR-based language portfolio is learner autonomy. Facilitating tasks and activities that allow for learners to take ownership of their language development can be challenging and requires thoughtful and explicit planning on the part of the teacher. Given these considerations, CASLT has recently published a resource for language teachers aimed at incorporating the language portfolio and its principles into their contexts. The goals of this presentation are: 1) to introduce participants to our action-research project which was the impetus for our work with CASLT related to the language portfolio; 2) to focus on the "Autonomy in Action Toolkit", a document that includes sample adaptable teaching modules as well as conceptual background to make links between theory and practice.

7-12

Kruithof, Jennifer; Backewich, Mary Beth
Program Consultant; Teacher; Waterloo Catholic District School Board

A3 – Bridging the Gap between Theory and Practice: Action Oriented Tasks in FSL

Most teachers understand the theory of the Action-Oriented approach and have countless examples of what the end-goal should look like. However, many still ponder what steps to use to get students from point zero to the action-oriented task. Our goals in this session are to examine why we are being asked to use the action-oriented approach, where strategies from the communicative approach would be appropriate in leading up to an action-oriented task, and how scaffolding over several years can be intentionally planned to prepare students to succeed. We will use a guided-teaching model to plan the steps leading up to an action-oriented task, and explore how to use the achievement chart in regular assessment. The handouts and examples in this session will be geared specifically to the grades 4–8 Elementary FSL Core, Ontario Curriculum. Participants are invited to bring a USB stick to the session to upload handouts.

K6

Kukhta-Jackson, Beverly
Department head/teacher, Hamilton-Wentworth District School Board

C7 – Engaging Your Core French Students

This workshop will present strategies and tips to increase the engagement, participation and motivation of students studying French as a Second Language. The focus will be on practical activities which follow CEFR (Common European Framework of Reference) principles that are easy to incorporate into daily lessons for secondary students, but which can apply to elementary and immersion students also. The presenter will discuss and demonstrate activities that have been used successfully in her classes, will incorporate the use of technology, and will encourage interaction between workshop participants within the large group and in smaller groups also. Various resources will be used, including curriculum documents, iPad,

published programs for classroom use and teacher resources and materials she has created or adapted. Her goal is to provide teachers with confidence to try some new strategies in their classes or to re-introduce activities adapted from past courses and to share their experiences.

7-12

Kurasawa, Ikuko
Japanese Language Lecturer, The Japan Foundation, Toronto

C14-a – Exploration and Implementation of CEFR-Based Framework for Course Design for Adult Learners

In this presentation, we will give an overview of the language program aimed at adult learners at the Japan Foundation, Toronto as an example of classes which use a framework called "JF Japanese-Language Standard", developed based on the concepts supporting CEFR. We will introduce two types of classes implemented with the framework so far – 1) textbook based courses and 2) topic-based classes. We will also explore the implementation of the framework for course design with a topic given as an example to discuss challenges teachers may encounter.

J / PS / G

L

L'Enfant, Julian
Academic Services Manager, Saint Mary's University, TESL Centre

E13-b – Promoting Plurilingual and Pluricultural Competences in L2 Classrooms: Making Space for Learners' Own Languages, Culture and Traditions

In early 2014, I completed a pilot study which focused on promoting plurilingual and pluricultural competences in second language classrooms by intentionally creating space in the classroom for learners' own languages, culture and traditions. Multilingualism in Canadian Higher Education continues to grow and Saint Mary's University in Halifax, Nova Scotia boasts 30% international students on its campus. In addition to using a language other than English in daily life, the percentage of international learners using English in their studies is increasing rapidly and the English language classroom has the opportunity to provide more than simply developing language proficiency. This presentation will provide some background on plurilingual competences, the role of L1 in the language classroom, as well as develop awareness of pluralistic approaches and FREPA – A Framework of Reference for Pluralistic Approaches as a tool for developing a plurilingual competence. Finally, we will attempt to illustrate how creating space for learners' own languages, culture and traditions can benefit students learning English.

G

Lacroix, Stéphane; Turnbull, Caroline
Professeur, Cégep de l'Abitibi-Témiscamingue; President, CASLT

C6 – The Canadian Language Portfolio for Teachers

Do You Know about The Canadian Language Portfolio for Teachers? Join us to explore the new CASLT (Canadian Association for Second Language Teachers) tool for assessing ESL skills in an internationally recognized, comprehensive, and fun manner! Your daily life, language classroom & professional life as an ESL teacher are all in focus through the Portfolio's components. Come experience how you yourself and your students can get more actively involved in the ESL teaching & learning process in a practical and autonomous way – it's used world-wide and it is here for you!

G

Lacroix, Stéphane; Chu Lau, Sunny Man; Coelho, Daniela; Howden, Jim
From various institutions

H6 – The Advantages of Using L1 and L2 in the L2 Classroom and Possible Implications

Policies and practices vary a lot from one part of the world to the other. We often refer to optimal, maximal and exclusive use of the L2 in the classroom; however, many studies seem to show that the use of the target language varies tremendously from one person to another. This session will include a section on theoretical foundations, the round table per se, and discussion and question period. Roundtable particpants include: Stéphane Lacroix (Professor, Cégep de l'Abitibi-Témiscamingue, Québec); Sunny Man Chu Lau (Assistant Professor, Bishop's University, Québec); Daniela Coelho (English Faculty, Higher College of Technology, United Arab Emirates); Jim Howden (Lecturer, McGill University); & Aziz Khan (PhD Candidate, The University of Auckland, NZ).

G

Lafrance, Myriam
Department Head, Modern Languages, Pickering College, ON

A2-b – Teaching the New FSL Curriculum Using Technological Tips and Tricks

Are you short on resources to implement the new FSL curriculum? Are you looking for easy tips to help you revamp your FSL program? In this workshop, you will discover 20 technological resources relating to essential components of the new curriculum: communication, culture, critical thinking, metacognition, and assessment. These free resources will help you increase student interest, participation, and improve retention. Handouts outlining ready-made activities complementing these resources will be distributed to workshop participants.

7-12

Lajeunesse-Trinque, Geneviève
Agente de projets, Francolab, TV5 Québec

A1 – Exploiter la chanson en enseignement du FLS

À travers la plateforme Francolab (francolab.ca) et son nouveau module interactif en lien avec la chanson, nous présenterons différentes approches pédagogiques pour exploiter la chanson francophone canadienne dans un contexte d'enseignement du français langue seconde. Si l'objectif de cet atelier est de faire connaître les nouveaux contenus de Francolab, il permet également de donner aux enseignants des idées d'exploitation et de développement d'activités, ainsi que différents moyens d'inclure les nouvelles technologies dans la pratique d'enseignement. À vocation pratique, cet atelier proposera des mises en contexte aux enseignants en leur faisant découvrir des modules interactifs en ligne, en leur soumettant différentes activités développées pour les élèves, et en reproduisant des situations de classe.

7-12 / PS

Lamarre, Patricia; Auger, Nathalie; Prasad, Gail
Professeures, Université de Montpelier; Université de Montréal; OISE, Université de Toronto

C16-b – Diversity in Majority Language – MALDIVE

A plurilingual approach to education has much to offer the "majority" classroom, helping learners build on what they bring to the school (the basic principle of social constructivism) as well as make their experience of language and schooling richer. The MALDIVE project aims to move away from prevailing monolingual approaches to majority language teaching and teacher education, promoting instead an enriched view of educational possibility. The pedagogical principle underlying the project approaches diversity as potentiality, rather than deficiency. The project builds on the work done in the Marille (http://marille.ecml.at/) and Carap (http://carap.ecml.at/) projects which focused on the knowledge, skills and competences needed to be developed in promoting plurilingualism in multilingual settings. We will

present some of the concrete tools and study modules developed within the Maldive project, aimed at helping teachers in the mainstream adopt a plurilingual approach. We will examine how this European initiative can inspire and support Canadian efforts to adopt a plurilingual approach.

G

Lamothe, Danielle
Executive Director, French for the Future

B8-a – Inspiring a Passion for French

This presentation will explore the use of Franconnexion sessions in the classroom or school to inspire a passion for French in your French second-language students. Developed to be adaptable to various levels of language skills, grades, and durations, the toolkit provides teachers with the resources they need to deliver a fun, interactive program that puts the emphasis on speaking and practicing French. The panel will consist of 3 teachers who have previously offered sessions to provide strategies for delivering such a session in your school or class. Participants will: Discover why the panelists chose to deliver a session; Understand what students liked and what they didn't; Discuss possible workshop ideas; Explore how they might approach developing a session; and Experience some of the resources themselves.

7-12

Langlois, Steven
Teacher, Greater Essex County District School Board

H4 – Getting REAL and AUTHENTIC in the French Classroom

Experience authentic, practical practice of the French language using menus, maps, skits, order forms, songs, videos, websites, journal entries, oral based activities, games, and more. With the DJ DELF Kit, students use real, every day French to fulfil 100% of new Ontario French Curriculum considerations and expectations and the CEFR via an Action-Oriented Approach to learning! Get your students shopping, interviewing, navigating streets, meeting new people from all over the world, discussing opinions and preferences, and more! All activities, evaluation guides, student learning checklists and grids are done for you and are all correlated to the Ministry Curriculum and the CEFR. This is a LIVING RESOURCE. Your students will actually video-chat live and online with other DJ DELF Kit students and with DJ DELF himself! All attendees win prizes just for participating! Sneak preview at: www.djdelf.com.

K12

Lawes, Shirley; Carpenter, Jenny
Researchers, British Film Institute

G15 – Screening Languages: courts-métrages in the Foreign Languages Classroom

The technology that is now readily available in most schools makes film a much more accessible medium for use in the classroom to engage learners, to promote effective linguistic and cultural learning. This paper reports on past and on-going research, currently funded by the London Mayor's Schools Excellence fund. The aim of the research has been to bring short film into the foreign languages classroom to regenerate the content of the curriculum, to develop pedagogical approaches and most importantly, to encourage learners to see foreign language learning as an important part of their education. The distinctiveness of this classroom-based research is that it engages teachers in developing innovative pedagogical approaches which harness the potential of technology and the possibility of developing communicative competence through the exploration of film as a cultural form. Furthermore, the project brings together cultural and educational partners to enhance mutual understanding of our respective fields.

7-12 / G

Le Dréau, Gaël

PL-3 – L'édition transmédia Canopé, un modèle francophone de ressources éducatives

Opérateur public du ministère français de l'éducation nationale, de l'enseignement supérieur et de la recherche, Canopé est un acteur majeur dans le paysage éducatif français et francophone. Porteur d'innovation, Canopé édite des ressources transmédias, qui intègrent systématiquement une réflexion sur les nouvelles pratiques des élèves – et des enseignants – à l'ère du numérique. A ce titre, Canopé est un acteur majeur du numérique éducatif qui contribue à renouveler et à structurer l'offre de ressources pédagogiques autour d'exigences fortes et centrées sur les usages. Soucieux d'assurer un continuum pédagogique, Canopé conçoit des ressources pour un usage avant, pendant et après la classe. Ce souci s'accompagne également d'une volonté d'encourager et de favoriser l'interdisciplinarité. C'est pourquoi les ressources proposées par Canopé ont vocation à être utilisées dans des situations d'enseignements diverses et notamment pour les enseignements de disciplines en langue française ou pour l'enseignement de la langue française. Cette intervention s'adresse aux professeurs de français langue étrangère ou langue seconde mais aussi aux professeurs de disciplines assurant un enseignement en langue française. L'intervenant s'attachera à présenter un modèle innovant de production de ressources éducatives et la stratégie mise en place pour produire les accompagnements pédagogiques permettant de les exploiter dans des contextes d'enseignement variés.

Ledwig, Eva; Kugler, Ulrike

Director of the department, Goethe-Institut, Montreal; Leiterin der Spracharbeit, Goethe-Institut, Toronto

A12 – Gut geplant ist halb unterrichtet (part 1)

Ziel einer jeden Unterrichtssituation ist es, den Lerner im Lernprozess zu unterstützen und seinen Lernerfolg zu ermöglichen. Der/Die Lehrende trägt die Verantwortung für die Gestaltung des Unterrichts, muss dabei einerseits spontan bleiben, flexibel reagieren und sich zum Beispiel auf verschiedene Lernertypen einstellen können. Andererseits ist die Qualität des Unterrichts nur gewährleistet, wenn dieser gut geplant ist und alle wichtigen Voraussetzungen erfüllt sind. In diesem Workshop soll über die Wichtigkeit einer guten Planung des Unterrichts reflektiert werden, da sie eine Grundbedingung für guten Unterricht ist.

G

Ledwig, Eva; Kugler, Ulrike

Director of the department, Goethe-Institut, Montreal; Leiterin der Spracharbeit, Goethe-Institut, Toronto

B12 – Gut geplant ist halb unterrichtet (part 2)

Ziel einer jeden Unterrichtssituation ist es, den Lerner im Lernprozess zu unterstützen und seinen Lernerfolg zu ermöglichen. Der/Die Lehrende trägt die Verantwortung für die Gestaltung des Unterrichts, muss dabei einerseits spontan bleiben, flexibel reagieren und sich zum Beispiel auf verschiedene Lernertypen einstellen können. Andererseits ist die Qualität des Unterrichts nur gewährleistet, wenn dieser gut geplant ist und alle wichtigen Voraussetzungen erfüllt sind. In diesem Workshop soll über die Wichtigkeit einer guten Planung des Unterrichts reflektiert werden, da sie eine Grundbedingung für guten Unterricht ist.

G

Lévesque, Léo-James

Consultant, Chenelière Éducation

F1 – Comment développer la littératie critique chez les élèves de la 9e à la 11e année

Nous allons présenter des moyens de faire participer les élèves à des activités d'apprentissage visant à aiguiser leurs habiletés en communication orale, en lecture, en écriture et en littératie médiatique, afin qu'ils puissent approfondir, voire déployer leur littératie critique. Dans un contexte de communication significatif, les élèves sont mis en contact avec une grande variété de textes de la francophonie canadienne et en arrivent à développer leur sens critique par rapport à ces

textes, qu'ils soient lus, vus ou entendus. Leur pensée critique peut ainsi non seulement se développer, mais leur servir dans tous les aspects de leur vie personnelle.

7-12

Lingley, Darren
Professor, Kochi University, Japan

D6-b – Issues in Assessing Small Group Oral Interaction
This workshop will cover issues in assessing oral output in small group interaction among Japanese EFL learners. Participants will use rating scales to assess three sets of learners. Because teachers interpret rating scales differently, ongoing calibration of evaluation is important when examining oral proficiency for placement and assessment purposes.

PS

Lisi, Jennifer
Teacher, Limestone DSB

I3 – Using QR Codes Motivate Students
Elementary Core French Teachers are invited to learn how using QR codes motivate students to:- speak in French- actively listen to a French speaker- read in French- write in French. QR codes are a great tool to have in your technology tool belt when using Web 2.0 tools and mobile devices in your Core French classroom. This session invites you to interact with authentic student tasks, ask questions to a QR code experienced Core French Teacher and walk away with four ready-to-use QR code activities for you and your students. FI and MFL teachers are also welcome to attend.

K12

Little, Sabine
Lecturer, University of Sheffield

E13-a – "I Don't Know What You're Saying, Mummy!" – Plurilingual Families in a Monolingual Environment
This session reports on qualitative research conducted in the UK with plurilingual families, specifically those families who have no immediate cultural or heritage language network to draw upon. Through in-depth open interviews and narratives, the research explores tensions and challenges in the home/school relationship, the opportunities presented by technology, and the children's relationship to both the heritage language and English. This session will be of interest to educators working with plurilingual families and heritage languages, as well as those practitioners and researchers seeking to understand pluricultural development in children growing up without well-established support networks.

K12

M

Marcel, Faith
Professor, Niagara College, ON

C5 – Mobile Applications for Motivation and Engagement in Language Learning
Mobile devices are compact toolkits now readily available to language teachers and learners in many countries around the world. Research has begun to show that "rich pedagogical techniques can be achieved on mobile phones" (Ally, 2009), and as a result, the conscientious use of tablets or mobile phones in the classroom has the potential to enhance learner interaction and engagement and increase motivation. The purpose of this presentation is threefold: to explore and examine mobile applications to motivate and engage learners; to explore the functionalities of these applications and their pedagogical uses in a variety

of classroom settings; and to collaborate and share resources and ideas for further development and application of these resources. Participants are encouraged to bring their own mobile devices in to explore applications provided in this interactive technology presentation.

G

Markslag, Laura
Instructor, Open Learning and Educational Support, University of Guelph

H2-a – Virtual International Exchange Program: An Authentic Approach to Language Learning

Engaging ESL students in the authentic use of English can be a difficult task within the constraints of a classroom. The question then, is how can teachers provide students with genuine opportunities to interact with other English speakers outside the class? Combining task-based learning with common technology and an authentic audience, the Virtual International Exchange Program – an online cultural exchange between students in Japan and Dubai – encourages EFL learners to create and exchange information in meaningful ways and allows instructors to shift their roles from controllers to facilitators of learning. This presentation will discuss the rationale behind the program, the technical requirements, the steps required to set up and run the program, student reactions and overall outcome.

G

McFayden, Andrew
Teacher, School District 57, Prince George, BC

A5 – Language for Travel – An Exciting Secondary Language Survey Course

The purpose of this session is to introduce a course that I wrote and had approved in 2007 by my Board of Education for the students at my school. The purpose of "Language For Travel" is to expose students to new languages and cultures through introducing 4 languages in one course. Course information, background, and assignment and project ideas will be provided as part of the session. Themes of the course: To learn travel language in the languages taught, and cultural appreciation. Implicit purpose: to get outside the English "box". Ideas: Preservation and promotion of indigenous languages, language promotion, different teaching approaches, teaching against cultural imperialism, and use of technology. Students learn the terms: official, indigenous, heritage, lesser-used, and international languages. They then learn 2 international languages, 1 heritage language, and 1 indigenous language. Advantage: This course can be adapted to any languages as long as one is lesser-used.

7-12 / PS

Mercader, Therese
Manager, Languages Education, Department of Education and Early Childhood Development, Australia

A9-b – Reforming Languages Education – An Australian Success Story

Like many English-speaking countries, foreign languages are not a high priority in many Australian classrooms. Foreign languages struggle to be seen by educators and the community as part of Australian students' core curriculum. However, in one part of Australia this changing. In 2011, the Government of Victoria embarked on an ambitious foreign language reform to reverse a steep decline in the number of schools providing languages programs. This presentation will outline this reform and how it is transforming languages education in Victoria. It will focus on: 1) the context of foreign language learning in a multicultural English-speaking nation such as Australia; 2) the economic, cultural and social policy case for change, and how the Victorian Government is leading the reform of languages education in Australia; and 3) the innovative strategies underpinning the reform program, such as: community engagement; bilingual education and Content and Language Integrated Learning (CLIL); language teacher workforce planning; in-country language immersion opportunities for students, teachers and school leaders; pre-school languages education; and

Information Technology supported delivery of languages education.

G

Metcalfe, Michelle
Spanish Teacher, West Vancouver Secondary School

F10 – Introduction to Teaching Proficiency through Reading and Story-Telling
This workshop will focus on how to use story-telling techniques to keep classes engaged and using the target-language 90% of the time from day one. Participants will learn about the theory and principles of language acquisition that support the method as well as the three basic steps of the story-telling (or story-asking) process. Participants will learn through modelling and interaction how to use these strategies to bring magic and joy to the second-language classroom. This is a highly interactive workshop where participants themselves will take part in the story creation process. Participants will also learn how using class stories and teaching with comprehensible input can enhance the teaching of culture while staying in the target language at all times – even at beginning and introductory levels.

7-12

Mézange, Céline; Lopez Guzman, Pauline
Directrice; Collaboratrice; T'enseignes-tu?

B1 – T'enseignes-tu? : une expérience collaborative entre enseignants
La présentation s'appuie sur l'expérience collaborative entre enseignants menée autour du développement du site internet « T'enseignes-tu? ». Ce projet initié en 2012 a fait le pari de réunir des enseignants de FLE du monde entier autour de deux objectifs : le partage d'expériences professionnelles pour un développement des compétences didactiques et la mise en œuvre de pratiques innovantes au service des apprenants. Notre réflexion s'intéressera avant tout au travail interne mené dans l'équipe, à la dynamique collaborative et aux outils TIC qui permettent de proposer des publications régulières à la communauté enseignante. Dans cet esprit, nous nous interrogerons collectivement sur les outils disponibles et les procédures mises en place afin d'assurer la pérennité d'un projet collaboratif à distance. Nous nous intéresserons également aux répercussions de cette collaboration professionnelle sur le renouvellement des pratiques de travail d'équipe, en passant par les nouvelles modalités de formation continue et d'analyse réflexive.

G

Moore, Danièle; Ambrosio, Laura
Université d'Ottawa; Simon Fraser University

D16-a – Diffuser le CARAP (Cadre de référence pour les Approches plurielles) au Canada. Comment et pourquoi faire?
En 2012-2015, le CELV lançait son programme Apprendre par les langues et parmi les outils de médiation, le CARAP ou *Cadre de référence pour les Approches plurielles*. Ce référentiel du CELV s'adresse aux enseignants, aux pédagogues, aux formateurs d'enseignants et aux décideurs administratifs et politiques. Ayant pour objectif le développement des compétences plurilingues et interculturelles des apprenants, le CARAP documente et enrichit la formation didactique des utilisateurs grâce à des descripteurs détaillés et à des matériaux en ligne, ciblant le développement de compétences rattachées aux savoirs, aux savoir-être et aux savoir-faire des apprenants. Depuis sa conception, plusieurs présentations de cet outil ont été proposées dans différentes circonstances, conférences, ateliers, cours de formation pour enseignants et autres. Notre intervention permettra aux participants de se familiariser avec les diverses composantes du CARAP, et une recherche récente permettra de s'interroger sur l'intérêt et la pertinence du référentiel CARAP dans la planification curriculaire.
G

Morin, Philippe
Teacher, Bluewater District School Board, ON

G8 – CECR : passer de la théorie à la pratique

Le CECR a capté l'attention et l'intérêt de milliers d'enseignant(e)s au Canada. Mais entre la théorie et la pratique, il y a un gouffre. Je vais partager trucs, astuces et ressources qui vont aider à franchir ce gouffre. Cet atelier vise surtout une audience d'enseignant(e)s de français cadre 9-12. Par contre, plusieurs réflexions et discussion plus théoriques vont convenir à tout enseignant(e) de langues secondes.

7-12

Mueller, Katherine
Sessional Instructor, Werklund School of Education, University of Calgary

E7-b – Intensive French in Calgary: Implications for FSL and Late French Immersion

This session will provide insight into the implications of a study of the Intensive French program in Calgary in 2013–2014 and in 2014–2015. In the study, the improvement in students' metalinguistic awareness was tracked via an online grammatical judgment task and picture description task. Classroom observations and student and teacher interviews provided qualitative data, and student results on a test of oral proficiency at the end of the Intensive French 5-month period and again 4 months later provided insight into the effectiveness of the approach. In addition, the study was extended in both years to an examination of the effectiveness of the Intensive French strategies for the FSL program and to Late French Immersion pedagogy. Results are positive for the IF program in Calgary, and show that the IF strategies have enormous potential for application in FSL and Late French Immersion pedagogies.

G

Muhling, Stefanie
Doctoral Candidate / Teacher Educator, OISE, University of Toronto

C9-a – Teaching to Learn: Advancing Your Own Development as a Language Teacher through Mentoring Others

This workshop will summarize preliminary findings from a research project investigating professional learning achieved by FSL teachers through their work mentoring pre-service teachers. It will then provide practical applications for teachers seeking to advance their own professional learning goals in this innovative way. Specific goals to be addressed include: increasing student interaction and motivation; and implementing CEFR and new curricula. Suggestions on finding mentoring opportunities will also be provided! Workshop participants will: Learn about current research on language teacher development; Discover how teachers have targeted goals such as implementing CEFR and increasing student motivation; Discuss practical applications of this research in their own practice; and Locate mentoring opportunities in their region.

K12

Müllerová, Marie
Lehrstuhl, Pädagogische Fakultät, Universität Hradec Králové, Tschechische Republik

H12-b – Derzeitige Trends im tschechischen Bildungssystem mit Akzent auf der Fortbildung von Grundschullehrkräften

Im Schuljahr 2013/2014 trat in der Tschechischen Republik ein neues Gesetz in Kraft, das in tschechischen Grundschulen erneut eine zweite Fremdsprache als Pflichtfach einführte. Mein Beitrag erörtert die bildungspolitischen Hintergründe dieses Schrittes und zeigt die damit verbundenen Fragestellungen auf. Welche Chancen erhält Deutsch als zweite Fremdsprache und welche Rolle spielen bei der Umsetzung dieser Novelle die Deutschlehrkräfte und deren Ausbildung, Weiterbildung bzw. Fortbildung? Mein Beitrag stellt die gegenwärtigen Situation des schulischen Fremdsprachenerwerbs in der Tschechischen

Republik vor, in der das europäische Postulat der Mehrsprachichgeit eine wichtige Rolle spielt.

G

Murray, Adam
Lecturer, Miyazaki International College, Japan

I6-b – Blogs for Tandem Language Learning

Based on previous research that demonstrated the affective response of students to blogs in the foreign language classroom (Armstrong & Retterer 2008; Ducate & Lumicka 2008; Sun 2010) and a preference over traditional writing assignments (Lee, 2010), the author has been integrating blog writing in his EFL classes in Japan. In an effort to provide opportunities for authentic communication with native or near-native users of English, a tandem blog project was set up with an American public university. The author will share some samples of the dialogues which took place between the Japanese EFL students and the American Japanese as a Second Language learners. In addition, the results of an anonymous questionnaire consisting of 20 statements with Likert-type scales will be discussed. Finally, some possible implications and practical suggestions for foreign and second language educators will also be shared.

PS / G

Müüripeal, Evelin
Teacher/Vice-president, Estonian Association of Foreign Language Teachers

B2-a – Language Education and Education of Language

The activity of the national culture societies in Estonia has had two major goals: to keep in touch with the members of fellow nationals and introduce their language and culture to the people of Estonia. Achieving both goals is an important step towards the establishment of a social network that characterizes an advanced civil society. Currently, basic education may be acquired in the Estonian and Russian languages in Estonia. In Tallinn Jewish School, Hebrew and music are taught in the native language. To organize a comprehensive study program that is also intended for those other than basic school pupils, the national culture societies are allowed to establish Sunday Schools pursuant to the Private Schools Act. A Sunday School is an appropriate form of schooling when the potential pupils are studying in different local administrations or the expected number of pupils does not meet the requirements set down in the above regulation. The task of educating the members of various ethnic nationalities living in Estonia is primarily accomplished by the Sunday Schools run by the respective national culture societies.

G

N

Nálepová, Jana
Schlesische Universität Opava, Tschechische Republik

A11-b – Deutsch Lehren Lernen: Das neue Fort- und Weiterbildungs-programm des Goethe-Instituts für Deutsch-lehrkräfte Erfahrungen aus der Tschechischen Republik

Im Wintersemester 2013/14 erprobten wir an unserer Universität im Rahmen eines dort bestehenden Fortbildungsstudiengangs „Deutsch für die berufliche Praxis" das Modul 6 von DLL (Programm „Basis"). Mein Beitrag stellt vor, welche Chancen sich mit dem Einsatz der innovativen DLL-Module in der universitären Fort- und Weiterbildung bieten. Deutsch Lehren Lernen (DLL) ist das 2012 weltweit eingeführte, neue Fort- und Weiterbildungsprogramm des Goethe-Instituts für Deutschlehrkräfte. DLL ist eine kombinierte Fortbildung, die im Wechsel von kooperativen Selbstlernphasen auf der Lernplattform Moodle und in Präsenzphasen an der Universität bearbeitet wird. Kern von DLL sind eigenständig durchgeführte Unterrichtsprojekte, die nach individuellen Fragestellungen analysiert werden.

G

Nash, Wendy; Shipton, Maddalena
Teachers, TCDSB

F5 – Flipping for French!

In the spirit of an "anytime and anyplace" approach to learning a second language, this workshop will showcase the use of collaborative platforms (Desire2Learn/Edmodo) and e-portfolios for Flipped Classrooms in the FSL Core and Immersion programs. An introduction to the Flipped Classroom will give ideas as to how to provide authentic language instruction for "homework". As assessment, the E-portfolios which support meta-cognition, CEFR "I Can" statements and student reflection on personal learning goals will be displayed as well as a template provided for teachers interested in integrating digital language portfolios into their own daily practice.

K12

Netten, Joan; Germain, Claude
Professors, Memorial University of Newfoundland; UQAM

H10-a – Second Language Teaching Revisited: The Neurolinguistic Approach (NLA)

The NLA, a new Canadian paradigm for the teaching of second languages, conceptualized by Netten and Germain (1998), is presently used for teaching French, as well as other second languages, including the revival of several indigenous languages, in the school system and with young adults at university in Canada and in Asia, and there is considerable interest in South and Central America. The popularity of this approach comes from its success in enabling students to learn to communicate spontaneously in the second language in an institutional setting. This presentation explains the new conception of grammar underlying the approach and the theoretical foundations for the learning conditions that enable students to communicate successfully in both oral and written language while participating in a classroom situation. Data from several experiments over the past 15 years and suggestions for further research will also be presented.

G

Nkoro, Ihechi Obisike
Department of Foreign Language & Translation Studies, Abia State University Uturu, Nigeria

A8-b – Analyse sociolinguistique de l'apprenant igbophone du français langue étrangère

Le français s'apprend aujourd'hui dans beaucoup de pays africains y compris le Nigéria. Le plurilinguisme est un des réalités nigérianes. La plupart des apprenants nigérians du français langue étrangère est déjà bilingue avant leur contact avec le français. Ces apprenants parlent au moins une langue autochtone et l'anglais, la première langue officielle nigériane. L'igbo est une des trois langues nationales nigérianes parlée au sud-est du pays. Cette étude focalise sur l'analyse sociolinguistique de l'apprenant igbophone du français langue étrangère. On est d'avis qu'une bonne compréhension de la disposition sociolinguistique de l'apprenant s'avère être utile car cela aidera beaucoup l'enseignant ou l'enseignante à mieux comprendre les problèmes sociolinguistiques de l'apprenant. Si l'enseignant ou l'enseignante arrive à convaincre l'apprenant igbophone que les langues qu'il pratique déjà contribueront à son apprentissage du français il l'abordera avec un grand enthousiasme. Pour réaliser notre but le travail est divisé en trois parties à savoir l'introduction, la définition des mots-clés et l'analyse des réalités sociolinguistiques émanant de chacune des langues de l'apprenant et du français. L'étude montre que le respect des réalités sociolinguistique de l'apprenant facilite l'apprentissage du français langue étrangère dans un milieu plurilingue.

PS

North, Brian
EAQUALS

PL-2 – Making the CEFR Tangible: EAQUALS' Core Inventories for English and for French

The CEFR is theoretically for all users, including teachers and learners, but being a language policy document its implications are not always clear to all. Language content at different CEFR levels is defined a series of "Référentiels" for French and in "English Profile," but these analyses are not particularly accessible to practitioners either. Therefore EAQUALS undertook to produce core inventories of the key content for different levels, in collaboration with the British Council for English and with the CIEP for French. The methodology used to create the inventories and their different sections (charts of key text types for listening and reading, of functional, discourse, grammar, vocabulary and thematic content, plus language examples for each point at each level) will be outlined. Finally the inventories' illustrative "CEFR-.based scenarios," teaching modules that integrate the elements of the CEFR descriptive scheme and the key points listed in the inventories, will be presented.

O

Odé, Cecilia
Senior Researcher, University of Amsterdam

C2-a – Language Education and Languages of Education

Learning and teaching Tundra Yukaghir, an endangered language in a small multilingual community in Northeastern Siberia. In the village of Andriushkino live eight ethnic groups. The official language and language of instruction is Russian, the language of communication is mainly Russian and Yakut, and to a lesser degree the six indigenous languages: Even, Tundra Yukaghir, Evenki, Chukchi, Dolgan, Nenets. During the Soviet regime it was forbidden to speak your native language. Today these languages can be studied in all classes. Language teachers face specific problems with eight ethnic groups speaking completely unrelated languages. I study the Tundra Yukaghir language, and during periods of fieldwork attended language classes. There are no qualified teachers, there is hardly any courseware. Teachers use the translation method. Since a few years there is limited access to the internet. In my presentation I will sketch some disappointing and promising perspectives.

G

Odé, Cecilia
Senior Researcher, University of Amsterdam

H8 – Voices from the Tundra

Film screening: Dr. Cecilia Odé will be present to make commentaries and to answer questions

G

O'Leary, Christine
Principal Lecturer, Sheffield Hallam University (UK)

D6-a – The Role of Assessment in Fostering Learner Engagement and Developing Their Autonomy: A Social Constructivist Approach

The growing recognition within current educational literature that student engagement and motivation are essential to successful learning (Coates, 2006; Zepke and Leach, 2010) supports a student-centred approach to Teaching and Learning. Cognitive and more particularly constructivist views of student learning suggest that learners' active and independent/ interdependent involvement in their own learning increases motivation to learn (Raya and Lamb, 2008; Hoidn and Kärkkäinen, 2014) and develops their autonomy (Benson, 2011). Furthermore, the ability to influence one's own learning has been associated with improved academic performance (Andrade and Valtcheva, 2009; Ramsden, 2003). The shift to a more student-centred curriculum and the need to align assessment with Learning and Teaching practices (Biggs, 2003) has prompted the development of new approaches to assessment in all sectors of

education, including higher education. Assessment for and as learning approaches recognise the role of assessment as a vehicle for learning as well as a means of measuring achievement (Gardner, 2012; Nicol and MacFarlane-Dick, 2006). The active use of assessment in learning necessitates engagement both within and outside the classroom. This paper will examine the use of assessment for and as learning as a means of fostering learner engagement both in and out of the classroom, based on the qualitative analysis of 40 undergraduate students' learning logs as well as peer individual and group feedback. It will conclude with a consideration of the assessment design principles associated with this approach, and its contribution to the development of learner autonomy.

G

Ortega, Yecid
MA Student, OISE, University of Toronto

G2-a – Beyond the Language: A Content and Language Integrated Language Approach in Daycares

Most of the schools teach a second language starting in preschool or primary. Many people may think that teaching a second language in a daycare environment may be hard to accomplish, but this endeavors is merrier than we think. This presentation shows how a content and language integrated approach in French and Spanish in a daycare in Toronto has been able to elicit language from children up to 24 months. While singing, chanting, dancing and lots of repetition children have been learning basic content concepts of math, science and social sciences: counting currency, animals' homes and the planets. This ECE-CLIL approach may be a starting point to engage, motivate and encourage children to learn beyond the language.

K6 / G

Ortibus, Samantha; Sha, Han
Queen's University

H2-b – Using eTandems Most Effectively: Results from LinguaeLive.ca International Learners' Surveys

LinguaeLive.ca is a free eTandem platform available for all instructors. It allows students to connect with peers abroad to practice each other's languages. In this presentation, we will: introduce and explain LinguaeLive, which now has over a 1000 registered users in several countries; present our survey results from several language pairings gathered in the last two years; analyze this data with an eye to qualitative student feedback and the effects of eTandems on learning in various classroom structures; provide recommendations for the most effective uses of eTandems in university classroom situations based on this data; and brainstorm with audience members about their classroom teaching at university, secondary and pre-secondary levels in relation to the possible uses of eTandems for their pedagogy.

G

P

Paniccia, Rosemary
Teacher, Toronto Catholic District School Board

A15 – Apprendre à agir et à parler : le rôle de la justice sociale dans l'apprentissage de français

Dans cet atelier vous allez apprendre, à travers des activités et des exemples concrets, les raisons pour lesquelles inclure la justice sociale au cours de français-cadre. À travers des exemples d'une école secondaire vous allez voir comment la justice sociale peut être employée pour motiver les étudiants à apprendre le français. Avec cette approche actionnelle et avec le CECR on peut encourager les étudiants d'employer le français pour agir dans leur communauté.

K12

Parks, Philippa
Lecturer, UQAM and McGill University

E14 – Using Poetry in the ESL Classroom

Most teachers avoid using poetry in a second language classroom because they believe poetry to require high-level vocabulary and an understanding of complex grammatical structures. In fact, poetry is an ideal activity for an ESL classroom as most poems are short, require simple grammatical forms, and use high frequency vocabulary. This workshop aims to demonstrate how to use poetry effectively in a second language classroom, encouraging students to express their experiences and emotions while practicing reading, pronunciation and writing. Resources cited include David Hanauer's "Meaningful literacy: Writing poetry in the language classroom" as well as various on-line resources.

7-12

Patuano, Laure
Déléguée pédagogique, CLE International

E8 – Echo pour l'Amérique du Nord, une méthode spécialement conçue pour l'Amérique du Nord et centrée sur les réalités nord-américaines

Présentation de la méthode ECHO pour l'Amérique du Nord : Une grande souplesse pédagogique d'utilisation; Une méthodologie transparente pour le professeur et l'apprenant; Un grand choix de documents (textes, iconographie, audio, vidéo) et des supports (CD, DVD, site internet); Des vraies tâches et des vrais projets en prise avec la réalité de la classe; Une large place accordée à la compréhension et à la production orale et écrite; Un véritable parcours d'évaluation pour le suivi des apprenants; Une préparation efficace au DELF; Un cahier personnel d'apprentissage à l'appui de chaque leçon; Un livre-web, 100 % en ligne, inclus dans le livre de l'élève et le cahier personnel d'apprentissage. Cet ouvrage spécialement conçu pour l'Amérique du Nord est largement centré sur les réalités nord-américaines. En particulier : L'iconographie; Les dialogues; Le lexique; Les noms de lieux et de personnes; Les pages culture et civilisation; L'audio.

7-12

Payeras, Jessica; Guillén, Ayarid
Spanish Teachers, University of Quebec in Montreal (UQAM)

H10-c – Improving Oral Proficiency of Adult Learners of Spanish as a Foreign Language through the Neurolinguistic Approach (NLA)

Instruction in oral communication in Spanish at the University of Quebec in Montreal (UQAM) has been based on individual laboratory exercises, controlled contextualized exercises and oral conversation workshops. In the 2014 spring semester the authors initiated a preliminary experiment to determine how to apply the NLA (Germain, C. & J. Netten, 2012) to the teaching of Spanish and to evaluate the effects of this change. Results showed a clear improvement in oral skills and an increase in student confidence. This presentation will give the results of further experimentation in Fall 2014. Pre- and post-oral production tests of approximately 100 students will be compared with those of previous years. Student satisfaction, measured by a short questionnaire, will be examined. Examples of the pedagogical and curriculum changes required will be described and illustrated.

PS / G

Pérez, Vanessa
Professor, Universidad Nacional de Colombia

E12 – Projektarbeit IM DaF-Unterricht

Dieser Workshop widmet sich dem Konzept der Projektarbeit in der Fremdsprachendidaktik und deren Stellenwert im Unterricht als Förderung authentischer Sprachhandlungen und vielfältiger Qualifikationen/Fähigkeiten. Das Ziel dieses Workshops ist das Kennenlernen von Miniprojekten und deren Einbettung in die eigene Unterrichtspraxis. In einer ersten Phase widmen wir uns dem Konzept und den Merkmalen einer Projektarbeit. In diesem Teil lernen die Teilnehmer

die Phasen eines Projekts kennen und bekommen methodische Anregungen, wie sie eine Projektarbeit mit ihrer eigenen Zielgruppe planen, durchführen, bewerten und evaluieren können. Nach einer Diskussion des Mehrwerts der Projektarbeit im DaF-Unterricht sollen in Kleingruppen zielgruppenspezifische Unterrichtskonzepte erstellt, präsentiert und reflektiert werden.

G

Petermann, Wieland
German Language Advisor, ZfA, Germany & Alberta Education

G11 – Ein Vierteljahrhundert danach: Ist die deutsche Einheit noch ein Thema für junge Deutschlerner?
Young learners of German were born well after the fall of the Berlin Wall. How much can they still learn from that turning point in German and European history? While looking at events of 1989 and 1990, this workshop will present engaging student activities which have the potential of enhancing their vocabulary and consolidating structures required for talks on history. Current resources from German media, the internet and from magazines will be used in the workshop. Finally, we will discuss ideas for meaningful speaking or writing activities in which students can relate to that fundamental moment of German history.

PS / G

Peterson, Ene; Tender, Tõnu
Lecturer, Virumaa College of Tallinn, University of Technology; Advisor, Language Policy, Ministry of Education and Research, Estonia

H5-c – Foreign Language Teaching Policy in Estonia: Advances and Concerns
We focus on the purposes and process of the formation of the foreign language teaching education policy in Estonia. We give an insight into the legal, the socio-democratic and the ethno-linguistic context of teaching languages; highlight the importance of the sustainability of development plans/ strategies and cooperation between different institutions. The Estonian foreign language teaching policy has been formulated in the Language Act, the Estonian National Curriculum (NC), Development Strategy of the Estonian Language, Estonian Foreign Languages Strategy. Positive developments during the last ten years are introduced (e.g. revising national curricula, relating learning outcomes for Estonian as the second language and for foreign languages in accordance with the CEFR, the development of the Estonian version of the ELP, the foundation of the foreign language teachers' umbrella organization, introducing three options for taking state examinations in a foreign language, etc.). Apart from that areas of concern are brought out. The presentation is based on country reports, comparative studies and analyses.

G

Piccardo, Enrica
Professor, University of Toronto

E16-a – The LINCQ Project
Le projet LINCQ a étudié la valeur et la place attribuée au plurilinguisme dans les entreprises. Pour faire cela il est partit d'un double constat : d'un côté que les entreprises sont de plus en plus touchées par une culture de la qualité qui reconnaît et valorise les compétences présentes en leur sein, de l'autre que le concept de plurilinguisme avec son caractère dynamique et évolutif est en train de valoriser les constellations des compétences individuelles en montrant que l'apprentissage ne se poursuit pas que dans le milieu institutionnel. Le but ultime du projet était celui de faire émerger la valeur potentielle de la diversité linguistique pour que le plurilinguisme devienne un aspect de la culture de qualité des entreprises.

G

Piccardo, Enrica; North, Brian
Associate Professor, OISE, University of Toronto; Consultant-Project leader, EAQUALS

F15 – Mediation and Second Language Learning

The notion of mediation is crucial for casting light on phenomena implying some form of contact between the social and the individual. As such, it has been studied in psychology, pedagogy and the social sciences. In Second Language Education (SLE) it has received a special attention in the recent years, especially in relation to the general increase of linguistic and cultural diversity. After outlining the different interpretations of the term "mediation" and their direct relevance to the second language classroom as well as to the development of intercultural and plurilingual competences, this talk will present a Council of Europe project aiming at extending the Common European Framework of Reference for Languages (CEFR)'s 2001 set of illustrative descriptors by producing 'Can Do' descriptors specific for mediation. In particular the talk will present the methodology used for producing mediation descriptors useful in SLE, the validation model and process used and their implications.

7-12 / PS

Pietzsch, Ingrid
Lehrerin, Tallinn/Estland

E11 – Reinhard Mey - ein Lied für alle Fälle

Der Workshop gibt zunächst einen kurzen Überblick über die wichtigsten Liedermacher der ersten Generation in Deutschland. Am Beispiel von Reinhard Mey, der seit 1964 über 500 Lieder geschrieben hat, die ein sehr breites Spektrum von Themen umfassen, wird gezeigt, wie man diese Art von Liedern in den DaF-Unterricht einbinden kann. Zum Lied „Zeugnistag" (DSD-Thema: Schule) gibt es Vorschläge und Varianten der Behandlung mit Arbeitsblättern (HV, LV, Wortschatzarbeit, Textarbeit, Diskussion und Erörterung). Am Beispiel des Liedes „Eisenbahnballade" wird ein Abriss geschichtlicher Ereignisse in Deutschland gegeben. Die Teilnehmer können selbst Vorschläge zur Behandlung im Unterricht erarbeiten. Darüber hinaus wird die Themenvielfalt der Lieder R. Meys vorgestellt und ausgesuchte Beispiele vorgespielt.

G

Price, Terry
Course Instructor, McGill / UQAM / UQAT

D5 – Teaching Revolution

Faced by the new realities of the 21st Century, many teachers often feel pressure, frustration and isolation. Disheartening teacher attrition rates, ever present social expectations and preconceptions, as well as the simple truth that many teachers feel that they lack support on various levels in their everyday teaching practices, often make for a bleak outlook in general. Although teaching is a daunting task under any circumstance, things should not be so. The time for change is now. We are at a critical point in the history of education and it is time for teachers to take the matter into their own hands. Terry Price invites you to share in the first steps of a journey, of a Teaching Revolution, that begins with the most important factor in teaching today, which is you.

G

Pugliese, Rossella
Assistant Professor, University of Calabria, Italy

G12-a – Blended Learning in German Language Lessons in Italy – A Real Added Value?

In diesem Beitrag soll gezeigt werden, wie Blended Learning in der italienischen DaF-Lehre durch den Einsatz der PerLe-Plattform und spezieller Lernsoftware organisiert werden kann, um sinnvoll in die Präsenzlehre aufgenommen zu werden. Das Blended Learning Konzept soll auf seinen eventuellen Mehrwert für den Lehr- und Lernprozess im Vergleich zur Präsenzlehre hinterfragt werden. Die Frage ist: Kann der Einsatz von medienbasierten Selbstlernphasen den Erwerb fremdsprachlicher Fertigkeiten tatsächlich fördern? Und wenn ja, um welche Fertigkeiten handelt es sich, und in welchem Maß ist dies möglich?

G

Q

Quintiliani, Christina
PhD Student, Brock University

G14-a – Supporting Reading Comprehension, Metacognition, and Theory of Mind in Emergent Readers and Second Language Learners through a Wordless Literature Handbook

Wordless books have proven effective not only in motivating reluctant or struggling readers, but also in promoting narrative comprehension, metacognitive language, and theory of mind vocabulary in emergent readers and second language learners. A lack of instructional resources containing explicit strategies for the implementation of wordless activities into classroom practice served as a catalyst in the construction of the "Wordless Books and Emergent Narrative Development: A Handbook for Educators". The proposed presentation will include discussion of the author's handbook and its integration into the literacy programming of primary educators as a treatment condition in an upcoming mixed-methods, quasi experimental study.

K6 / G

R

Ravindran, Shaki
Teacher, Toronto District School Board

I8 – Integration of Métis and First Nations Culture within the Core FSL Program

Goal: Integration of Metis and Aboriginal cultures within the Core French program through music and art. Methodology: Within the new curriculum there is a component of intercultural awareness which can be explored through art and music. Students are somewhat limited with their vocabulary in the early years of French acquisition (Grade 4/5/6) but through song and artistic mediums, aspects of the culture can encourage communication in French as well as learning about the rich heritage of the Metis and Aboriginal people of Canada. In this session we will sing aboriginal songs in French, English and the original aboriginal language i.e. Wendat. Participants will observe and create examples of aboriginal art forms such as beading and weaving. Resources: Ontario Curriculum French as a Second Language.

K6

Rees, Christine; Crandall, Dann
Consultants, Hamilton Wentworth Catholic District School Board

E15 – Live Focus Group and New Core FSL Resources for Grades 7 and 8 from Pearson Canada!

Pearson Canada is pleased to invite you to a unique session and opportunity concerning FSL Publishing: Come and discover Fusion our existing supplemental literacy and inquiry resource for Grades 7 and 8 Core FSL and participate in a live focus group based on the development work we've done on the full Core resource to accompany Fusion. This is your chance to learn about Fusion and, at the same time, help shape the newest FSL resource from Pearson Canada. Share your insights and expertise and receive free samples.

7-12

Richard, Lorraine
Curriculum Consultant, Ontario

I7 – Connecting Language and Culture in the FSL Classroom

In an effort to acknowledge the interconnectedness and interdependence of the global community, this interactive workshop will have Language and Culture as its focus. Guiding Questions to frame the workshop: How do we define relevant and authentic learning opportunities in the context of our curriculum? How do we develop intercultural awareness and intercultural competence authentically for our students? How do we

incorporate intercultural understanding and intercultural competence with effective practices in L2 pedagogy to provide our students with the opportunity to make connections to personal experiences and their own and other communities? Key Messages for Participants: Culture may be shared effectively though language. Cultural knowledge can be embedded into effective literacy practices. Culturally responsive instructional strategies help us to better know our learners. Each participant will receive a toolkit of practical classroom activities with text and digital suggestions.

7-12

Robertson, Brianna; Wilson, Tammy
Teachers, SMCDSB

F16 – Connecting, Communicating and Collaborating: Using Video Chat and the CEFR to Get Your Students Talking

This Google-based project centered on CEFR philosophies uses technology to engage students and enable them to communicate with peers. Co-created anchor charts, success criteria and the gradual release of responsibility lead to spontaneous oral interaction in an authentic setting. We will outline how our project evolved and the steps needed to implement a similar project. We moved from daily messages to conveyor-belt conversations to speaking through video chat. As an extension, we started a class blog to get our students connecting through writing. The project culminated in a collaborative project between students at different schools using Google Docs. We will explain our assessment, evaluation and differentiation strategies.

7-12

Robertson, Cecile
Teacher, TDSB & Ministry of Education

H3 – A Cross-Curricular Approach in French Immersion

This session focuses on integrating the "big ideas" in Social Studies, the Arts, Math, Science and French as a Second Language, within the context of a primary French Immersion classroom. By presenting a cross-curricular approach and embedding curricular expectations, participants will partake in rich and creative tasks as a way to motivate students to make important language connections across subject areas. The goal of this session will be to deconstruct an anchor text based on Wangari Maathai's life and achievements as an agent of positive change. Maathai, also known as "Mama Miti", was a Kenyan woman who changed her country by planting trees and building a sustainable economy. She also created an environmental movement that focused on peace and stewardship of our planet. Through hands on activities and pedagogical documentation of student work, participants will experience a wholistic approach to language learning and teaching.

K6

Rocca, Sonia
Teacher, Lycée Français de New York

A2-a – iPadding Sixth Graders to Impact Language Learning

This session presents an empirical study in mobile language learning, investigating the role of mobile technology in the teaching and learning of a foreign language. The device of choice is the iPad. A group of iPadded sixth graders in their first year of learning Italian was compared to a non-iPadded group over a period of two years, first in sixth grade and then in seventh grade. After a comprehensive standardized test was administered, results indicate that the iPadded sixth graders performed better than the non-iPadded sixth graders in listening, speaking and reading, and even better than the non-iPadded seventh graders in speaking. These results led to the conclusion

that there are fundamental properties of mobile devices – such as portability, individuality, interactivity and connectivity – that are essential to foreign language education, in that they enhance exposure and noticing, promote interaction and calibrate corrective feedback.

K12

Rose, Marian
Student, UQAC

E9 – Music and Movement in SL Teaching – Children
Recent research has shown that music can be a powerful pedagogical tool in teaching second languages. This session will help teachers to be more comfortable using musical activities in their language teaching with children up to age 12. We will go beyond 'Head, Shoulders, Knees and Toes' to look at the many creative ways that rhythm, melody and the emotional power of music can be used to support the learning of second languages Although the focus will be mainly on teaching English and French, the exercises and resources will be beneficial to teachers of other languages as well. This will be an active session – come prepared to move and laugh!

K6

Rubino, Olga; Umbrello, Conniemarie; Santeramo, Sabrina; Singh, Aaron; Fenuta, Robert
Course Director, French, York University; Students, York University

E3 – Implementation of the Action-Oriented Approach: Technology, Cultural Awareness and Authentic Communicative Activities
This hands-on workshop provides teachers with innovative and engaging activities for the FSL and International Languages classroom. Grounded in the CEFR and complemented with Web 2.0 resources, teachers gain insight into effective ways to target 21st century language learning through authentic communicative activities. The workshop provides simple to use techniques that promote critical thinking skills, cultural awareness and oral language competency within a collaborative environment. Interactive activities include dramatization, artistic expression using technology, creating QR codes, etc.

7-12

S

Saito, Mami; Tanaka, Kaori
Japanese Language Advisor, Alberta Education; Planning Officer, The Japan Foundation, Toronto

B14 – Inspiring Students with Drama!
The workshop will focus on how to inspire learners using the target language through drama activities in the classroom. Participants will take part in classroom activities and perform drama using English/Japanese language as an example, while the methods used are adaptable into their own language classrooms. Rather than just using the activities and skits as they are presented, this presentation will encourage teachers to envision how the activity will occur in their course as they prepare it. This will ensure that rather than being role play far removed from the world of their students, they will use a simple activity in the target language and recreate a plausible real life situation within the classroom.

J / G

Samacá, Yolanda
Teacher, Universidad Distrital Francisco José de Caldas, Colombia

H13-b – Critical Dialogues: Exploring the Nature of Becoming a Language Teacher through a Virtual Learning Environment
Using the theories of critical reflection and community of practice, the aim of this presentation is to characterize the dialogue about the teaching of English as an L2 within a community of future

teachers in Colombia, through their participation in a virtual learning environment (VLE). Seven student teachers in an undergraduate teacher-education program at a public university in Bogota-Colombia participated in this qualitative case study. They used the platform Schoology for a discussion forum in which they could express freely their insights and experiences about English language teaching. The data collected consisted of student teachers comments and messages on the forum, and interviews on student teachers' experiences using forums as reflection tools. The initial findings have showed why prospective teachers have become involved in language teaching, pedagogical concerns and their implications in the EFL classrooms, as well as issues related to social justice. All of the seven student teachers who took part in this study made significant comments in regards to their roles as teachers. Likewise, the participants considered technology a useful platform for reflecting and communicating with each other. The implications and limitations about the use of the platform as a medium to dialogue critically are discussed.

PS / G

Sancler Gómez, Joan V.
Chef, Département de français, Université Centrale du Venezuela

C15-a – Le podcast, un outil favorisant les compétences orales en FLE

Actuellement, la présence d'une série de technologies de l'information et de la communication est de plus en plus habituelle dans la société contemporaine ce qui impacte aussi évidemment, le monde éducatif. Le podcast, est un de ces outils web, appartenant à cette ère numérique. Il s'agit d'une ressource qui permet facilement non seulement d'accéder à des enregistrements sonores de toutes sortes sur la toile mais encore, elle permet aussi de créer ces fichiers sonores pour ensuite les publier et les partager sur le web. De telles caractéristiques font du podcast, un outil de grand intérêt pour le domaine éducatif, notamment pour l'enseignement des langues étrangères où l'on travaille des compétences orales. Dans ce sens, ce travail présente des propositions d'usages éducatifs du podcast pour l'enseignement des langues étrangères.

PS

Sandrock, Paul
Director of Education, American Council on the Teaching of Foreign Languages, USA

I5 – Assessment to Inform Instruction

By establishing clear learning targets, teachers more effectively focus their instructional decisions and students' learning. What does language performance look like and how can performance assessments provide evidence of the language goals? Examine examples from assessments of proficiency and performance, plus assessments tied to instructional units. Build understanding of key characteristics of the Novice, Intermediate, and Advanced ranges of performance to guide instruction and assessment. Experience the backward design process to move from a proficiency goal through a unit-level assessment of performance to the decisions for designing effective daily lessons. Through this interactive presentation, participants strengthen their assessment literacy and repertoire of classroom assessment practices, learn effective assessment techniques by experiencing several examples, and identify what it takes to move from Novice to Intermediate and from Intermediate to Advanced performance.

G

Schmidt, Prisca
Maître de conférences, IUFM, Lille, France

C15-b – Théâtre-croisée des langues et des cultures : une expérience originale de collaboration culturelle

Les conditions : une comédienne étrangère intervient dans un groupe de jeunes d'ethnies diverses connaissant mal sa langue afin de valoriser leur propre identité et de faire prendre conscience de la richesse culturelle. Aucun texte écrit : la

communication passe par l'improvisation, chacun s'exprimant en mime, mouvement, danse, en sons, chants, à l'aide d'objets; le dialogue entre les cultures se construit grâce au jeu théâtral collectif avec quelques échanges verbaux. Cette éducation multiculturelle vise un autre objectif : la création collective d'une pièce en langue étrangère. Nécessité de respecter les thèmes choisis par les jeunes. Personnages et scènes se construisent au fil des improvisations. La structure de la pièce suit un modèle attesté de la culture de l'artiste traitant de ces questions humaines fondamentales. La tâche de la comédienne est d'écrire un texte de qualité à partir des improvisations en respectant les paroles des jeunes. Le test final est la réception de la création collective par le public dans le théâtre de la Cité.

7-12

Schünemann, Susi
Teacher, Brazil

H11-a – Das die wird der? (Teacher Collaboration to Improve Student Success)

Das Projekt auf Power Point wurde konzipiert, um den Schülern/innen die Internalisierung der Grund-Formen zu erleichtern. Die Gestaltung wurde von einem Designer Team konzipiert. Die sich wiederholenden nach und nach gebrachten Informationen erleichtern den Fixierungsprozess. Laut der Perzeptionshypothese (Swain, 1998), ist es für das Erlangen des Inputs nicht ausreichend, wenn nur die Form beachtet wird. Der Lernende/die Lernende braucht stattdessen einen bewussten Register der Form und ihrer Regeln. Diesbezüglich können die Farben als Perzeptionsmittel dienen. Farben (blau für der, rosa für die, grün für das, schwarz für Pl. die) erleichtern das Aufnehmen des Genus, ohne solch einen großen Druck auf die Lernenden auszuüben. Die Schüler/innen, die mit dem Projekt arbeiten empfinden viel weniger Frustration, weil sie sich immer auf das jeweilige Problem konzentrieren können, da ihnen das Genus "geschenkt" wird. Z.B. ist die feminine Form der im Dativ sehr schnell erkennbar, es besteht keinen Zweifel in bezug auf die maskuline der. Die Technologie, d.h. Power Point ermöglicht dieses Erkennen, was beispielsweise an der Tafel fast unmöglich ist.

G

Shirakawa, Rie; Akai, Sawako
Lecturers, Huron University College, ON

C14-b – Collaborative Teacher & Teacher Trainer Development

Two post-secondary foreign language teachers in Ontario undertook a ten-month collaborative teacher development (CTD) project. This project had two purposes: to improve and reflect on one participant's teaching skills and teacher beliefs; for the other participant, who has more teaching experience, the purpose was to develop her mentoring and coaching skills. The mentee's beliefs were compared before and after the collaboration to examine how they changed over the course of the project by observing the mentor's classes and discussing. This project suggests one plausible form of CTD that benefits both mentor and mentee who are motivated to develop their skills.

J / PS / G

Silva, Steven
Department Head / Teacher, Toronto Catholic District School Board

G10 – Interdisciplinary Studies: Redefining the Teaching of International Languages

Are you looking for an innovative approach to promote International Languages and cross-cultural communication with the revised Ontario Curriculum? In this workshop, we will explore how to develop an Interdisciplinary Studies program that brings together two or more International languages using Portuguese and Spanish as a template. We will explore how students are introduced to the Portuguese and Spanish languages and cultures through practical activities, such as dramatizations, audio-visual presentations, and discussions, in which they can apply their knowledge and skills and begin to communicate with first-language speakers. Through a variety of

enrichment activities, participants will discover how aspects of Portuguese and Spanish cultures are studied, including geography, history, literature and the arts. In this workshop, we will also examine how the use of inquiry and research as well as critical and creative thinking skills are embedded throughout the Interdisciplinary Studies program.

7-12

Simsilevich, Alexandra
Teacher, Peel District School Board

C10 – Using AIM to Teach Spanish

In this workshop, participants gain theoretical and hand-on knowledge needed to successfully apply the AIM in upper elementary, middle and senior school Spanish classes. After, participants will feel confident to begin implementing the program in its first three weeks, and will gain access to a wealth of resources, and contacts to further support them in their teaching journey. Resources from AIM kits, past student work and recorded interviews with former students will enhance participants' learning.

K12

Sivyer, Linda; Kelly, Jacqueline
Owner; Consultant; Poster Pals

B7 – Where Do I Find Affordable Resources to Support the CEFR? How Can I Adapt the Resources I Already Have?

See and experience new print and non-print materials including visuals, reproducible books, software and games at the A1 and A2 levels that promote oral interactions from Poster Pals. Plus – learn from experienced authors how to adapt your favorite existing resources to answer the challenge of fostering oral communication skills. Active learning experiences and hands-on activities. Handouts and discount coupons for participants.

K9

Song, Heejin
PhD Candidate, University of Toronto

H13-c – Minoritized Linguistic and Cultural Identities in South Korea

This presentation investigates how multicultural education and cross-cultural learners are conceptualized in South Korea. More specifically, the study examines how the learners' linguistic and cultural identities are understood using a critical discourse analysis (van Dijk,1993, 1997) of public documents surrounding multicultural education and an in-depth case study investigating how cross-cultural learners' identities are positioned by different stakeholders including teachers, administrators, parents and cross-cultural learners themselves in two public high schools. Using critical multicultural education (May & Sleeter, 2010; Nieto, 1999, 2011) as a theoretical framework, the findings highlight emerging issues related to multicultural education and provide insights on developing inclusive multicultural policies and pedagogical practices.

PS / G

Stollhans, Sascha; Poetzsch, Mandy
Teacher (DAAD-Lektor), University of Nottingham; German Co-ordinator and Tutor, University of Sheffield

D12-a – Flipping Roles: Students as Teachers in Interactive Learning Environments

This session presents an innovative collaboration between German students from different universities in the UK, which sees students as producers of interactive classroom materials. The project aims to enhance the understanding of fundamental German grammar of students on Beginners' German courses at the Universities of Nottingham and Sheffield by benefitting from grammar revision materials and workshops designed and delivered (both face-to-face and via video) by second year students from Nottingham. In exchange, these students on a language pedagogies module gain a better understanding of the role of the teacher. This student-led and collaborative approach to language learning

enhances student engagement and encourages learner autonomy and a deeper understanding of the learning process, while making use of innovative technology and operating across the borders of different levels and universities. It also creates a repository of revision materials for future cohorts and can easily be applied to other stages and languages.

PS / G

Swender, Elvira
Director, American Council on the Teaching of Foreign Languages; Professor, Universität Leipzig

C13-a – Bridging Frameworks: The ACTFL CEFR Collaboration

This session will report on an ongoing collaboration between language professionals in the U.S. and Europe to support and improve the teaching, learning, and assessment of languages. This trans-Atlantic initiative was launched at the ACTFL CEFR Alignment Conference in 2010 in Leipzig, Germany, bringing together leaders from both sides of the Atlantic to explore commonalities between the ACTFL Proficiency Guidelines and the Common European Framework of Reference. The collaboration has continued and expanded during annual meetings in Provo, Utah (2011), Graz, Austria (2012), and Alexandria, VA (2013), each of the subsequent annual meetings resulting in joint projects on teaching, learning, and assessment and in the continued development of both the ACTFL and CEFR systems. The session will be facilitated with a PowerPoint presentation. Participants will be invited to provide input for future collaboration.

G

T

Tabakova, Viktoria
Teacher, Russia

D11 – "Thema Sport" als kreativer Impuls im DaF-Unterricht

Was bedeutet für Sie das Motto "Fit fürs neue Jahrtausend?" Wir sind der Meinung, dass man mindestens zwei Fremdsprachen beherrschen, mit Computer und Internet umgehen, über die wichtigsten aktuellen Weltereignisse informiert sein muss und nicht zuletzt in guter sportlicher Form bleiben soll. Wir gehen davon aus, dass all diese Ziele im Fremdsprachenunterricht unter einen Hut gebracht und erfolgreich erreicht werden können. Deutsch als eine der bedeutendsten Fremdsprachen ist keine Ausnahme. Im praktischen DaF-Unterricht haben wir einen Versuch unternommen, größeren Wert auf das Thema „Sport" zu legen. Dabei haben wir Folgendes festgestellt: Die Studierenden interessieren sich für die Sportproblematik. Jeder kann für sich eine Sportart wählen, die ihm am besten gefällt. Die Studierenden können verschiedene Informationsträger benutzen: Internet, Druckmedien, Neue Medien, Fernsehen usw. Die Studierenden haben eine reiche Wahl an verschiedenen Textsorten, man kann sich für eine Nachricht, einen Kommentar, einen Bericht, eine Reportage u. a. entscheiden. Den Studierenden wird allmählich „gesunde Lebensweise" beigebracht. Die Motivation, Deutsch zu studieren, nimmt zu.

G

Tanaka, Kaori
Planning Officer, The Japan Foundation, Toronto

A14 – Let's Cultivate Cultural Sensitivity!

The workshop will focus on how to develop learners' cultural sensitivity, which is essential to acquiring intercultural competence, in a language classroom. Participants will take part in classroom activities and quizzes using Japanese culture as an

example, while the methods used are adaptable into their own language classrooms. By comparing it with their own culture and/or the culture of the language they are teaching, participants will not only be prompted to think about cultural differences in the culture of the language they are teaching, but through discussion learn of cultural differences with other languages which they can then bring back to their classrooms. This workshop will also showcase effective utilization of technology within the classroom. Participants who come to the workshop with a tablet or a laptop with a Wi-Fi connection will be able to take an active role in the demonstration.

J / G

Thibault, Laurence; Ambrosio, Laura; Toews Janzen, Marlene
Porfessors, University of Ottawa

H16 – Working Together to Understand Each Other: La culture des autres, grâce aux autres

A linguistic community both represents a culture of its own and interacts with many others. C'est important d'exposer les apprenants de langue seconde à la découverte des expressions culturelles, imaginaires ou ancrées dans la réalité, qui définissent, distinguent ou rassemblent les locuteurs de la langue étudiée dans le respect de l'identité de chacun. In this joint presentation, we will first identify how L2 teachers can learn to take on the role of cultural mediator by looking at the integration of arts in second language teaching both in teacher training and continuing education contexts. Suivra une description d'activités qui, dans un cadre communautaire, permettent aux apprenants de langue seconde de se rapprocher de la langue et de la culture des autres. Finally, an EFL/ESL instructor will share how international folktales can be an effective medium for inter-cultural learning for students struggling to maintain their identity in an English-dominated world.

G

Thibault, Nicole
Educational Consultant, Groupe TFO Média

D8 – Vive les vidéos dans la classe inversée!

Pourquoi la classe inversée? Pour augmenter l'engagement des élèves, accroître l'autonomie de l'apprenant, la collaboration et la réflexion. Utilisons un clip vidéo comme un tremplin pour l'apprentissage – expliquez le concept sur la vidéo, invitez les élèves à visionner à la maison (parfois avec les parents), puis arrivés en classe ils posent des questions et partagent leurs idées. Les élèves utilisent les heures de classe pour appliquer les connaissances. Les enseignants circulent et offrent le soutien nécessaire. Joignez-vous à moi pour découvrir les ressources gratuites du Groupe Média TFO pour soutenir la démarche de la classe inversée. Les ressources seront en français, la présentation sera bilingue.

K12

Thomas, Christian; Grashoff, Henning
Assistant Professor; Teaching Assistant; Acadia University

H2-c – Smart Educational Autonomy through Language Learning (SEAGULL) – Program and Projects

SEAGULL is a European Union-sponsored project with the aim of establishing tandem partnerships for collaborative language learning (oriented towards progressing through the different levels of the Common European Framework of Reference – CEFR); and for developing an accompanying platform for autonomous learning. The online-platform facilitates finding partners and features an expanding database of learning and guidance materials. Ten languages are currently included: Arabic, Chinese, English, French, German, Polish, Russian, Spanish, Swedish, and Turkish. The talk introduces the goals, didactics, learning formats and materials, and reports on a tandem project (English/German) utilizing "project-based" learning, conducted between language students at Acadia University (Canada) and the University of Greifswald (Germany) with the overarching objective of promoting language and intercultural

competency through authentic encounters with native speakers learning a foreign language.

G

Thomas, Reed
Teacher, TDSB

G16 – Across Languages in Immersion: Maintaining Focus on French While Promoting Connections to Other Languages
Increasing attention to bilingualism/multilingualism in research and pedagogy presents new possibilities and challenges for immersion teaching. In this workshop, I will articulate a teacher reflection drawing on recent research, policy, strategies and resources that inform my junior-level immersion teaching practice, where I teach language and other subjects in French and English. I aim to open a space for student learning across languages while maintaining French as the language of instruction in French learning times. Workshop participants will have an opportunity to share their strategies and to consider approaches for enriching their practice in diverse second-language settings.

K6

Trépanier, Renée
Teacher, DDSB

D1 – Ressources inspirées du CECR pour le secondaire
La création des tâches finales riches; Modèle d'un cycle d'apprentissage; Les plans de leçons; Les grilles d'évaluations; Les examens finals; Quelques sites Web et la technologie. Concepts à illustrer : Le transfert graduel de la responsabilité; Les différences entre l'interaction orale et la production orale; Le développement du 'cerveau français'; et Smart Board, Smart Notebook et le concept du visuel dans la classe FLS au secondaire.

7-12

Tryon, Michael
Executive Director, Canadian Parents for French Alberta

C9-b – Teachers Helping Parents
Immersion parents often feel unable to support their children's education because their own language skills are inadequate or non-existent. This can keep parents from enrolling their children in immersion, or lead to unnecessary withdrawals from the program. The presenters will address these concerns and discuss how a support system can be developed for your students' parents.

G

Tschirner, Erwin
Professor, University of Leipzig, Germany

C13-b – Reading Proficiency for Higher Education: The ACTFL Framework in Dialog with the CEFR
Reading is the central skill and activity in education. Reading proficiency plays a critical role in academic second language learning and in acquiring language skills important for educational contexts. The ACTFL Proficiency Guidelines 2012 – Reading enable us to take a new look at the development of reading for higher education purposes. In dialog with the CEFR, they also provide us with a common metric to measure the development of reading proficiency. Data from an ongoing research project to measure reading proficiency levels of US undergraduate students at major thresholds during their course of study will be presented and discussed, facilitated by power point slides and handouts. Participants will become acquainted with the ACTFL Proficiency Guidelines 2012 – Reading and their relationship with the CEFR, and they will learn how proficiency goals for academic contexts may be determined.

G

Turcotte, Marie
Series Editor, FSL, CEC Publishing

D7 – Exciting and Engaging New French Resources to Support Lifelong Language Learning (K-8)

Come and explore the C'est parti! and Odyssée collections: a strategy-based, action-oriented pedagogy designed to lead French learners into the 21st Century, giving them an appetite for knowledge and instilling in them an appreciation for French language and culture. You will appreciate the engaging and relevant themes and tasks that foster purposeful talk and authentic communication in real-life situations. The presentation will highlight the link between oral interaction, and reading and writing. As an added bonus, the resources integrate CEC's dynamic and easy-to-use technology designed to facilitate engaging teaching and learning experiences, and ensure student success.

K12

V

Van Houten, Jacque
President-elect, American Council on the Teaching of Foreign Languages

B2-b – From Culture to Interculturality: Changes in Perspectives & Practice

There is a growing need for inclusion of interculturality in standards and curricula to support language skills as students strive for global competence. The goals of this session are to: 1) share information on how the American Council on the Teaching for Foreign Languages (ACTFL) refreshed the "Cultures" goal to address interculturallity; 2) describe how states revised their standards to include intercultural Can Do benchmarks and learning indicators; 3) explain the process school districts used to insure the inclusion of interculturality in the curricula; and 4) engage participants in developing instructional and formative assessment activities that address intercultural learning targets. The information will be presented on Power Point, and made available to participants, along with a link to state standards, and copies of sample curricula, thematic units, and integrated performance assessments.

K12

Vaz Ferreira, Mergenfel
Dozentin für Deutsch und Lehreraus- bildung, UFRJ, Rio de Janeiro, Brasilien

B11-b – Die Anwendung der Online-Lernplattform "Letras 2.0" in einem DaF-Graduationskurs: Reflexionen und Perspektive

Es wird zunehmend im Bereich des Fremdsprachen Lehren und Lernen die Verwendung des Begriffs Post-Methode akzeptiert (Celani, 2003; Foppa, 2011; Teixeira, 2011). Sicherlich erleben wir ein Zeitalter, in dem verschiedene Ansätze und Methoden kombiniert werden, damit die Lernziele umfassender und wirksamer erreicht werden können. Im diesem Sinne kann man auch die Verwendung unterschiedlicher Ressourcen bemerkt werden. Außerdem muss die Tatsache, dass 94,2 Mio. Brasilianer einen Internetzugang haben und ca 45 Stunden / Monat von ihrer Zeit mit diesen Mitteln verbringen (Quelle: IBOPE, 2012), auch berücksichtigt werden, wenn es um die Suche nach neuen Lehren und Lernen - Möglichkeiten geht. Auf diese Weise ist das Ziel dieser Arbeit die Darstellung einer Erfahrung mit der Nutzung der Online-Lernplattform Moodle in einem DaF-Graduationskurs an der Universidade Federal do Rio de Janeiro. Insofern werden Aspekte wie die Motivation, die Mitarbeit und die Beteiligung – sowie die Unbeteiligung - der Studierenden in dieser Lernumgebung diskutiert.

G

Vazquez Mariño, Iria
Enseignant d'espagnol, ICL-Clarife, Université Catholique de Lille, France

E10 – Implementing Collaborative Internet-Based Project Work in the Language Classroom

It is fundamental that teachers, who are being encouraged by Universities to implement ICT as a

part of their training program, first understand the objectives of and how to integrate ICT in order to assure that its impact will in fact benefit the language learning process. First of all, I would like to explain what "internet-based project learning" is and why language teachers should implement 2.0 digital task-based activities as part of the syllabus, not only to enhance linguistics skills but also other general competences (computer knowledge, teamwork, collaborative learning, etc.). Finally, different task-based/project based language teaching units using web 2.0 collaborative tools will be shown, all of them have been utilized this year in the Spanish as a Foreign Language classroom. They are presented to confirm that this kind of methodology does indeed help to improve the learning and motivational aspects of language teaching.

PS

W

Wallenius, Liisa
Senior Lecturer, Haaga-Helia University of Applied Sciences, Finland

B13-a – Integrated Inquiry Learning – Case Swedish for Tourism

The aim of this session is to present cases of integration of multidisciplinary studies. The pedagogical approach lies in constructive and inquiry learning. The studies comprise of integration of various subjects in semester projects and the main ideas are learning together, shared expertise and reflection. The study projects involve research commissioned by local industries. For the language class the students e.g. benchmark service providers and conduct market research. Each student group is involved in the decision making regarding the texts be produced and learning actions to be taken. Students compile portfolios and reflect on their achievements in logs.

PS / G

Warni, Silih
PhD Student, The University of Sheffield, UK

D14-a – Implementing Electronic Portfolios to Enhance EFL Writing Skills in an Indonesian Context

Electronic portfolios have been recognized as a beneficial technological tool in language learning, though their implementation is not always successful, a paradox, which will be explored in this paper. The study, which investigates the benefits and problems of electronic portfolio as experienced by Indonesian students in an EFL writing class, draws on interviews with students, the teacher's field notes, and students' reflections incorporated in their electronic portfolios and online peer evaluations. The ensuing suggestions for enhancing students' engagement with electronic portfolios will relate to the development of learner autonomy and will be relevant to teachers in all phases of education.

PS / G

Wei, Jiaqi
PhD Candidate, The University of Sheffield, UK

I13-b – Autonomous Learning via Internet at Universities in China

This presentation shares with audience a part of the results of a study which has been undertaken in an attempt to explore the manifestations of learner autonomy through focusing on learners' English learning via the Internet after class. By presenting how to develop learner autonomy from Internet–assisted learning approach. Learner autonomy in different contexts has different outcomes and practices. So this talk presents the learners' autonomy in China context, particularly on the perspectives of learners' beliefs and address how these learners learn English autonomously with the help of Internet in this talk as well.

PS / G

Wernicke, Meike
Faculty, Capilano University, BC

E6-b – An Action-Oriented Approach to Language Teaching

In this session I share my experiences using an action-oriented language teaching curriculum in a first-year German language course as an alternative to prevailing form-focused communicative language teaching (CLT) (Snider, 2005). I consider how an action-oriented approach extends beyond decontextualized and normative target language input and the idea that only "correct" language be used in the second language classroom. In particular, I demonstrate how conceptions of the plurilingual speaker and instances of situated language use (CEFR, 2001) build on communicative language teaching (CLT) (Abdelgaber & Médioni, 2010) by paying specific attention to the presentation of grammatical and lexical resources, the organization of themes, and the contextualized nature of language content. A variety of German language learning tasks will be presented as well as their potential use and adaptation to other language teaching contexts.

PS

Winkler Pegoraro, Dagmar
Researcher / Professor, University of Padua, Italy

G12-b – The Interaction between Grammar, Prosody and "World Knowledge" as a Strategy for a Better Learning of the German as a Foreign Language

International projects, during many years, have given the possibility to fix some strategies for a better learning of the German as a Foreign Language. The prosodic organization – this complete phenomenon of the spoken language – must have the same importance as the grammar for learning the German language. There are strategies which give the possibility to stimulate the interaction between Grammar and Prosody. In this way it becomes possible to deepen the knowledge of Grammar in the learners and to create a specific grapheme and phoneme knowledge, which emphasizes the dynamic and creative aspect of the grammar and grammatical errors can be reduced; furthermore the syntactic style becomes more elegant, allows a better communication and gives more possibility for semantic interpretation. Last experiments turn out that the interaction between grammar, prosody and the 'world knowledge', a new important aspect for language learners, open some more very interesting horizons.

G

X

Xu, Yiru
Doctorante, Université Lumière Lyon 2, France

C8-a – La compétence d'interaction dans l'évaluation de l'oral : étude en français langue étrangère chez les apprenants débutants

Dans cette communication, nous souhaiterions apporter quelques clarifications sur la compétence d'interaction, souvent intégrée dans la compétence d'expression orale, mais qui est néanmoins beaucoup plus complexe. Notre étude, combinant les travaux existant et nos propres recherches, essaiera tout d'abord d'apporter une description détaillée de cette compétence selon le CECR en donnant un exemple sur le niveau débutant. En nous basant sur un corpus authentique dans la situation de jeu de rôle en évaluation de l'oral, nous essayerons de mettre en lumière les spécificités et les complexités de cette situation qui peuvent influencer la performance des apprenants. A la fin, à l'aide d'une transcription multimodale, nous examinerons en détail les difficultés que les apprenants rencontrent et les stratégies qu'ils mettent en place pour réaliser l'objectif de communication tout en montrant leurs compétences. La prise en compte de ces éléments constitue un vrai défi pour l'évaluateur et remet en question la constitution du barème de notation.

G

Y

Yoshida, Hitomi
Assistant Professor, Kwansei Gakuin Universiy, Japan

B13-b – Case Studies on Learning Trajectories of Successful Language Learners in a Foreign Language Setting

This study explores out-of-class learning by reporting on a learning trajectory research using life-story methods to collect the language learning stories of three successful Japanese learners of English who have learned English without having studied outside of Japan. The studies examines them by addressing the following question: What motivated them to learn the foreign language and to self-regulate as a mode of learning? Strategic Self-Regulation Model (Oxford, 2011) is adopted to observe how they regulated and motivated themselves to continue long-term learning. The results show that although three participants vary in personal traits, interests, and familial background, they shared many behavioral patterns in terms of making the most of language opportunities they can get. The study further find that they not only take advantage of the FL setting but also covered the disadvantage by finding/creating a replacement for what they cannot get such as output opportunities or authentic communicative situations.

PS / G

Z

Zaouali, Hosni
Director of Communications, Voilà Learning

E7-a – Live French Teachers Providing Homework Help

Since French Immersion began in Canadian schools, parents have struggled with the same question: "How can I help my child with his/her French homework?" Three years ago, Voilà Learning in partnership with 9 School Boards offered a solution for students and parents. With the first Free Online Homework Help in French, French Immersion students from grades 1 to 8 were able to access after school online help (audio, video chat, interactive whiteboard). Dedicated teachers connect every evening to help students have fun as they improve in their second language. Since last year, the Online Homework Help has made few changes to better serve students learning French. The system is now open free of charge every Monday to Thursday from 5pm to 8p to every French Immersion student in Ontario. To accommodate more students in different virtual classrooms, the platform is now more efficient and user friendly. Voilà Learning has been able to collect interesting data around the usage of this 21st Century educational tool. Come to see a demonstration for connecting students across Canada and to understand how the system works.

K8